



## ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ

ದೂರವಾಣಿ ಸಂ.: 08472-263202 ಫ್ಯಾಕ್ಸ್: 08472-263206, ಇ-ಮೇಲ್: registrargug@rediffmail.com



ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿಪಿಸ್/2022-23/ 947

ದಿನಾಂಕ:- 13/12/2022

### ಅಧಿಸೂಚನೆ

ವಿಷಯ :- ಬಿ.ಎ ಸ್ನಾತಕ ಪದವಿಯ ಇಂಗ್ಲೀಷ್ ವಿಷಯದ NEP-2020 ರ ಆಡಿಯಲ್ಲಿ ಮೂರನೆ ಹಾಗೂ ನಾಲ್ಕನೆ ಸೆಮೆಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ : 1. GUK/ACA/BOS-NEP/2022-23/01 ದಿನಾಂಕ:- 19/09/2022  
2. ಇಂಗ್ಲೀಷ್ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ದಿನಾಂಕ:-27/09/2022  
3. ಕಲಾ ನಿಕಾಯದ ಸಮಿತಿ ಸಭೆಯ ದಿನಾಂಕ:- 28/09/2022  
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:-13.12.2022

ಉಲ್ಲೇಖ (4) ರ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಒಪ್ಪಿಗೆ ಮೇರೆಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷ್ಕರಣೆ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ ಹಾಗೂ ಕಲಾ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆ ಪಡೆಯಲಾಗಿರುವ ಸ್ನಾತಕ ಬಿ.ಎ ಪದವಿಯ ಇಂಗ್ಲೀಷ್ ವಿಷಯದ ಮೂರು ಮತ್ತು ನಾಲ್ಕನೆಯ ಸೆಮೆಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು 2022-23 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ.  
ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ [www.gug.ac.in](http://www.gug.ac.in) ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ

ಗೆ,

1. ಮುಖ್ಯಸ್ಥರು, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
2. ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರಿಗೆ.

ಪ್ರತಿಗಳು:

1. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
3. ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
5. ಕಲಾ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗಿ.ವಿ.ಕಲಬುರಗಿ.
6. ಸಂಯೋಜಕರು, NEP-2020 ಚಾಸ್‌ಪೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
7. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
8. ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ.ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.
9. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳ UUCMS ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ.ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.



# Gulbarga



# University

Board of Studies in English (UG) Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020  
Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

## CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM SEMESTER III

### DISCIPLINE SPECIFIC CORE COURSE(DSCC)

#### BA (HONS.) ENGLISH

**Starting Year of Implementation: 2022-23** (For students admitted to the Third Semester in 2022-23)

**Discipline/Subject: Discipline Specific Course (DSC)**

**Name of the Degree Programme: BA (HONS.)**


**English Total Credits for the Programme: 03**

**Teaching Hours per Week: 4**

### PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 years Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural spaces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

  
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**CHAIRMAN**  
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## PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

**Poetry** is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.


**Drama** is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

**Prose** is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

**Non-fiction** includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

**Media** plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

The pedagogy should aim at:

  
(Dr. Nongemna T.)  
CHAIRMAN  
Department of English  
Gulbarga University  
KALABURGAHI - 585 106.

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life

## ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**


**B. SUMMATIVE ASSESSMENT – 60 Marks**

**TOTAL - 100 Marks**

<b>A. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

  
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BA III Semester (English) Programme has two DSCC Courses (Course 5 & 6) for 06 Credits: Each Courses has 03 Credits. Both the Courses are Compulsory.

**COURSE – 5**  
**TITLE - BRITISH LITERATURE UP TO 1800**  
**PAPER 1**  
**FROM CHAUCER TO THE AGE OF TRANSITION**

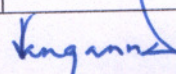
Course	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
05	DSCC	Theory	03	04	45hrs	2 ½ Hrs	40	60	100

**COURSE OUTCOME (CO)**

After completion of course, students will be able to:

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

<b>COURSE 5</b>  <b>TITLE - BRITISH LITERATURE UP TO 1800</b>  <b>PAPER 1</b>  <b>FROM CHAUCER TO THE AGE OF TRANSITION</b>	<b>Total Hrs: 45</b>
<b>UNIT I</b>	<b>15hrs</b>
<b>HISTORY OF ENGLISH LITERATURE (UP TO 1800)</b>	
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 <sup>th</sup> Century Prose, Development of Novel in 18 <sup>th</sup> Century, Neo-classical and Transitional Poetry	
<b>UNIT II</b>	<b>15hrs</b>
<b>MAJOR AUTHORS AND WORKS</b>	
Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.	

  
**(Dr. N. N. N. N. N.)**  
**CHAIRMAN**  
 Department of English  
 Gulbarga University  
 Gulbarga - 508 001  
 Dist. Gulbarga - 508 001

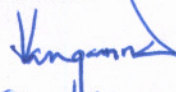
<i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter etc.</i>	
<b>UNIT III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<p>Sonnet</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sonnet 18 <i>Shall I Compare Thee to a Summer's Day</i> - William Shakespeare</li> <li><input type="checkbox"/> <i>On His Blindness</i> – John Milton</li> </ul> <p>Lyric</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Lover's Infiniteness</i> - John Donne</li> <li><input type="checkbox"/> <i>A Poison Tree</i> - William Blake</li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Of Love</i> - Francis Bacon</li> <li><input type="checkbox"/> <i>Voyage to Lilliput</i> - Jonathan Swift</li> </ul> <p>Play</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Doctor Faustus</i> – Christopher Marlowe</li> </ul>	

#### Teaching methodology/material

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

#### Books recommended and Suggested Reading

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

  
 (Dr. Venganna)  
 CHAIRMAN  
 Department of English  
 Gulbarga University  
 KALABURGAHI-586 001.



**GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC**  
(60 marks for semester end Examination with 2 ½ Hrs duration)


**Question Paper Pattern**

- |  |         |
|--|---------|
| 1. Essay type questions on Unit I<br>(two out of four)   | 2x10=20 |
| 2. Essay type questions on Unit II<br>(two out of four)  | 2x10=20 |
| 1. Short type questions on Unit III<br>(four out of six) | 4x5=20  |

**Total: 60 Marks**

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



  
(Dr. N. S. Gannu)  
CHAIRMAN  
Department of English  
Gulbarga University  
KALABURGAHI-585 134.

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

**COURSE -6**  
**TITLE-INDIAN LITERATURE IN TRANSLATION**  
**PAPER 2**

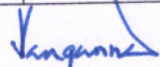
Course	Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
06	DSCC	Theory	03	04	45hrs	2.30 hrs	40	60	100

**COURSE OUTCOME (CO):**

After completion of course, students will be able to:

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

<b>COURSE6</b> <b>TITLE-INDIAN LITERATURE IN TRANSLATION</b> <b>PAPER 2</b>	<b>TotalHrs:45</b>
<b>UNITI</b> <b>INTRODUCTION TO TRANSLATION STUDIES</b>	<b>15hrs</b>
Introduction to Translation Studies in India References: <ul style="list-style-type: none"> <li>• <i>Translation as Discovery</i>-Sujit Mukherjee</li> <li>• <i>Indian Literature in English Translation</i> -G. N. Devy</li> </ul>	
<b>UNITII</b> <b>REPRESENTATIVE TEXTS (ANY6-8TRANSLATEDPOEMS)</b>	<b>15hrs</b>
VachanasofBasavanna–No.59 <i>Cripple me Father</i> ,No.97 <i>The Master in the House</i> Vachanas of Akkamahadevi: No. 26 and 73 (From Speaking of Siva) Kanakadasa: <i>Do Not Quarrel over Caste</i> (Translation by Dr. S.G. Vaidya) <i>Songs of Sheriff : O Brothers See This Temple's Glory</i> (Translation by Dr .S. G. Vaidya)	
<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b> <b>(Any one Novel or Play and four Short Stories)</b>	<b>15hrs</b>
<b>Novel:</b> i. <i>Chemmeen</i> - T. S. Pillai	

  
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**Short Stories:**

- *A Tale of two Oxen* -Premchand
- *The Weed* - Amrita Pritam
- *A Tale of 1947* - Sadat Hasan Manto
- *The Curd Seller* – Masti Venkatesh Ayyangar

**Teaching methodology/material**

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

**Books Recommended and Suggested Reading**

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

**GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC**  
(60 marks for semester end Examination with 2 ½ Hrs duration)

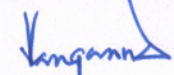
**Question Paper Pattern**

- |  |         |
|--|---------|
| 3. Essay type questions on Unit I<br>(two out of three)  | 2x10=20 |
| 4. Essay type questions on Unit II<br>(two out of three) | 2x10=20 |
| 2. Short type questions on Unit III<br>(four out of six) | 4x5=20  |

**Total: 60 Marks**

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



  
(Dr. Vinayak T.)  
CHAIRMAN  
Department of English  
Gulbarga University  
KALABURGAHI - 585 106.



**[Teaching Hours: Lecture 4 Hours -Credit 3]**

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Vinganna  
(Dr. Vinganna T)  
CHAIRMAN  
Department of English  
Gulbarga University  
KALABURGAHI-585 184



**COURSE STRUCTURE & DETAILED SYLLABUS FOR BA/BSW/BVA/BFA**  
**III Semester English (3 Credits: 4 Lecture Hours per Week)**  
**(UG Programme in English as Ability Enhancement Compulsory Courses (AECC), Languages L2**  
**(Basic) Group Study)**

BA III-Semester				(English: As Ability Enhancement Compulsory Courses study (AECC-IIB))									
UG Programme	Semester	Course Type	Course Title	Credits			Teaching hrs per week	Exam Marks / Exam Duration		Internal Assessment Marks		Total Marks	
				L	T	P		Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min for Passing
BA	III Sem	DSE-I	AECC	03	1	-	04 Hrs	60	24	40 (10+10+10+10) ) I A Written test 20+ Assignments 20	16	100	40

**Detailed Syllabus**

**Unit-I**

**POETRY**

**20 Marks**

1. Just Keep Quiet and Nobody Will Notice
2. Cross
3. Once Upon a Time

- Odgen Nash
- Langston Hughes
- Gabriel Okara

**Unit-II**

**PROSE**

**20 Marks**

1. Gift of the Magi
2. How Much Land Does a Man Need?
3. Tattered Blanket

- O' Henry
- Leo Tolstoy
- Kamala Das

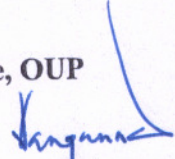
**Unit-III.**

**GRAMMAR AND COMPOSITION**

**20 Marks**

1. Prefix and Suffixes
2. Phrasal Verbs
3. Active voice and Passive Voice
4. Direct and Indirect Speech
5. Letter Writing

**Suggested Reading: R.P. Singh's Functional Skills in Language and Literature, OUP**

  
 (D. Nagarajna T)  
 CHAIRMAN  
 Department of English  
 Gulbarga University  
 KALABURGA - 586 166.



**COURSE STRUCTURE & DETAILED SYLLABUS FOR B.COM/BBM/BBA**  
**III Semester English (3 Credits: 4 Lecture Hours per Week)**  
**(UG Programme in English as Ability Enhancement Compulsory Courses (AECC),**  
**Languages L 2 (Basic) Group Study)**

B.COM III-Semester (English: As Ability Enhancement Compulsory Courses study (AECC-IIB))													
UG Programme	Semester	Course Type	Course Title	Credits			Teaching hrs per week	Exam Marks / Exam Duration		Internal Assessment Marks		Total Marks	
				L	T	P		Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min for Passing
B.COM	III Sem	DSE-I	AECC	03	1	-	04 Hrs	60	24	40 (10+10+10+10) I A Written test 20+ Assignments 20	16	100	40

### Detailed Syllabus

#### Unit-I

##### POETRY

20 Marks

- 1) All the World's, a Stage
- 2) La Belle Dame Sans Merci
- 3) I had Gone a Begging

- William Shakespeare  
 - John Keats  
 - Rabindranath Tagore

#### Unit-II

##### PROSE

20 Marks

- 1) The Woman on the Platform No.8
- 2) A Room 10 x 8
- 3) Two Gentlemen of Verona

- Ruskin Bond  
 - K.S. Duggal  
 - A.J. Cronin

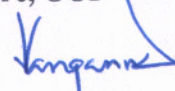
#### Unit-III

##### GRAMMAR AND COMPOSITION

20 Marks

- 1 Prefix and suffixes
- 2 Phrasal Verbs
3. Active voice and Passive Voice
4. Direct and Indirect Speech
5. Letter Writing

Suggested Reading: R.P. Singh's Functional Skills in Language and Literature, OUP

  
 (Dr. N. N. N. N.)  
 CHAIRMAN  
 Department of English  
 Gulbarga University  
 KALABURGA - 585 186.



**COURSE STRUCTURE & DETAILED SYLLABUS FOR B. Sc/BCA/B. Sc Bio Tech.**  
**III Semester English (3 Credits: 4 Lecture Hours per Week)**  
**(UG Programme in English as Ability Enhancement Compulsory Courses (AECC),**  
**Languages L2 (Basic) Group Study)**

BSc III-Semester				(English: As Ability Enhancement Compulsory Courses study (AECC-IIB))									
UG Programme	Semester	Course Type	Course Title	Credits			Teaching hrs per week	Exam Marks / Exam Duration		Internal Assessment Marks		Total Marks	
				L	T	P		Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min for Passing
B Sc	III Sem	DSE-I	AECC	03	01	-	04 Hrs	60	24	40 (10+10+10+10) I A Written test 20+ Assignments 20	16	100	40

**Detailed Syllabus**

**Unit-I**

**POETRY**

**20 Marks**

1. Sonnet 116
2. To the Cuckoo
3. Lochinvar

- William Shakespeare
- William Wordsworth
- Sir Walter Scott

**Unit-II**

**PROSE**

**20 Marks**

1. The Cop and the Anthem
- 2 The Model Millionaire
3. The Post Master

- O Henry
- Oscar Wilde
- Rabindranath Tagore

**Unit III**

**GRAMMAR AND COMPOSITION**

**20 Marks**

1. Prefix and Suffixes
2. Phrasal Verbs
3. Active voice and Passive Voice
4. Direct and Indirect Speech
5. Letter Writing

**Suggested Reading: R.P. Singh's Functional Skills in Language and Literature, OUP**

*Vinganna*  
**(Dr. Vinganna T)**  
**CHAIRMAN**  
 Department of English  
 Gulbarga University

**GENERAL PATTERN OF THEORY QUESTION COURSE FOR (AECC), Languages  
L2 Basic Group Study of III SEMESTER**

(60 marks for semester end Examination with 2 ½ Hrs duration)

**Question Paper Pattern**

**SECTION A**

- I. Essay type questions on Unit I 2x10=20  
(two out of four and question number 1 is compulsory)  
1. Annotate any two of the following (two out of three)  
2. Write Short notes on the following(two)  
3. Essay type question on Poetry  
4. Essay type question on Poetry

**SECTION B**

- II. Essay type questions on Unit II 2x10=20  
(two out of four and question number 1 is compulsory)  
5. Annotate any two of the following (two out of three)  
6. Write short notes on the following(two)  
7. Essay type question on Prose  
8. Essay type question on Prose

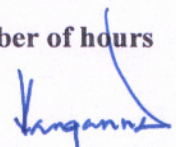
**SECTION C**

- III. Short type questions on Unit III 4x5=20  
(four out of five)  
9. Prefix and suffixes  
10. Phrasal Verbs  
11. Active voice and Passive Voice  
12. Direct and Indirect Speech  
13. Letter Writing

**Total: 60 Marks**

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

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(Dr. Manganna T.)  
CHAIRMAN  
Department of English  
Gulbarga University  
KALABURGAH-586 106.