



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**Curriculum for Under Graduate Programme in
English-V and VI Semesters**

(SYLLABUS)

BA

ENGLISH

5th and 6th Semester

[w.e.f. 2023-24]

Members of Board of Studies (UG)

01	Dr. Nagaratna V. Parande Professor and Chairperson Department of Studies in English Rani Chanamma University, Belagavi.	Chairperson
02	Shri. S. B. Khot Associate Professor Department of English MES Arts & Commerce College, Mudalagi.	Member
03	Shri. M. A. Biradar Associate Professor Department of English MGVC Degree College Muddebihal.	Member
04	Dr. P.B. Teggihalli Associate Professor Department of English CSB Arts, SMRP Science & GLR Commerce College, Ramdurg.	Member (Co- opt)

Terminology Used in the Curriculum

DSC	- Discipline Specific Core
DSE	- Discipline Specific Elective
OE	- Open Elective
AECC	- Ability Enhancement Compulsory Course
AEC	- Ability Enhancement Course
SEC	- Skill Enhancement Course
L	- Lecturing
T	- Tutorial
P	- Practical
IA	- Internal Assessment
SEE	- Semester End Exam
CIE	- Continuous Internal Evaluation
SB	- Skill Based
VB	- Value Based

Rani Channamma University, Belagavi

B.A. in English

Effective from 2023-24

Sem	Type of Course	Theory/ Practical	Course Title	Instruction /hour/ week	Total Hours/ Sem	Duration of Exam	Marks			Credits
							Form-ative	Summ-ative	Total	
V	DSC-A9	Theory	Literary Criticism	04 hours	60	2 hours	40	60	100	04
	DSC-A10	Theory	Life Narrative	04 hours	60	2 hours	40	60	100	04
	DSC-A11	Theory	American Literature	04 hours	60	2 hours	40	60	100	04
	SEC- 4	Theory & Practical	Employability Skills	02L+1P hours	30L+15P	1 hour	20	30	50	03
Total									15	
VI	DSC-A12	Theory	Post-Colonial Studies	04 hours	60	2 hours	40	60	100	04
	DSC-A13	Theory	Introduction to the History of English Language	04 hours	60	2 hours	40	60	100	04
	DSC-A14	Theory	Women's Writing	04 hours	60	2 hours	40	60	100	04
	Project/ Internship	Project/ Internship	Project/ Internship	4-6 contact hours	90 contact hours					02
Total									14	

A1–Curriculum and Content Chart for V and VI Semester B.A. English

Semester	Semester	Title/Name of the course	Assessment
V	DSC-A9	Literary Criticism	60S+40 F
	DSC-A10	Life Narratives	60S+40 F
	DSC-A11	American Literature	60S+40 F
	SEC 4	Employability Skills	30S+20 F
VI	DSC-A12	Post-Colonial Studies	60S+40 F
	DSC-A13	Introduction to the History of English Language	60S+40 F
	DSC-A14	Women’s Writing	60S+40 F
	Project/Internship	Project Internship	30S+20F 0S+50F

B.A. English Programme

Name of the Degree Program: B.A. English

Discipline Core: English

Program Outcomes

By the end of the programme the students will be able to

- Develop a comprehensive foundation in literary studies and linguistic competencies.
- To study variety of translations to extend the knowledge and accumulate the literary experience
- Connect art and life through the study of Humanities with its Multi-dimensional development
- Develop their ability to read closely the texts and contexts and, think critically to connect literature with life and culture.
- Develop curiosity and interest towards higher studies and research in literature and humanities
- Develop ethical values and moral responsibility and social commitment by reading varieties of texts
- Provide scope for employability and entrepreneur skills as part of career opportunities.
- Provide practical and experiential learning through classroom activities, field study and projects
- Encourage for the contemporary and comparative study of literature.
- Study colonial, post-colonial literature, life narratives, bio-pictures of the universal life and culture
- Respect subaltern class

Learning Outcomes for the Bachelor of Arts English Programme

By the end of the program, the students will be

- Exposed to demonstrate a broad knowledge of litterateurs and their texts
- Enriched in Comparative study of literature and developed the familiarity with the world literature such as Indian, American, African writers, and their ethos
- Enriched their soft skills, employability skills, entrepreneur skills and prepared for job market
- Developed critical analysis of the texts and their relevance at the present context
- Able to develop language ability, creativity by means of multiple experience they gain from the study of humanities
- Developed an awareness about the major forms of literature and new trends and developments from the colonial and postcolonial study of literature such as life narratives, memoirs, biographies and bio-pictures etc
- Equipped with literary and linguistic skills such as aesthetics, rhetorical skills and presentation skills
- Able to articulate and inculcate knowledge through colonial and post-colonial developments through comparative literature
- Able to locate and contextualize texts across theoretical orientations and cultural spaces.
- Developed research culture in literature and humanities and ability to connect life with art.

B.A. English
Semester V
Discipline Specific Course (DSC)
Course– A9
Title of the Course–Literary Criticism

Course	A9
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of the Course A9: Literary Criticism		60 Hours
Unit-1	Introduction to Criticism	15
What is criticism? Meaning, Definitions, Functions, Methods of Criticism Show your acquaintance with following critics- Philip Sydney, John Dryden, Alexander Pope, Samuel Johnson, P B Shelley, D.H Lawrence, F. R Leavis, I. A Richards.		
Unit-2	Classical Criticism	15
<ul style="list-style-type: none"> ● Plato's concept of mimesis, ● Aristotle's Concept of Tragedy ● Longinus' Concept of Sublime 		
Unit-3	Romantic Criticism	15
<ul style="list-style-type: none"> • Coleridge's Theory of Imagination • Preface to the Lyrical Ballads – William Wordsworth • Concept of Style in Literature 		
Unit-4	Modern Criticism	15
<ul style="list-style-type: none"> • Touchstone Method- Mathew Arnold • Tradition and Individual Talent – T. S Eliot • Four Kinds of Meaning – I. A Richards * Tension in Poetry -Allen Tate		

Suggested Reading:

1. N. Krishnaswamy and others, *Contemporary Literary Theory* –, Delhi, Macmillan, 2003.
2. Biradar S.B. *Literary Criticism and Theory*.
3. Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.
4. Abrams, M.H. *A Glossary of Literary Terms*. (8th Edition) New Delhi Akash Press, 2007
5. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
6. Barry, Peter *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.
7. Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev.ed. London: Routledge & Kegan Paul, 1987.
8. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
9. Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.
10. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.

Pedagogy: Lectures, Seminar, Roleplay, Group Discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

**BA English
Semester V
Discipline Specific Course (DSC)
Course: A10
Title of the Course: Life Narratives**

Course	A10
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A 10 –Life Narratives		60 Hours
Unit –1	Introduction to Life Narratives	15
	What are Life Narratives? –Genres of Life Writings– “Introduction” from <i>The New Critical Idiom: Autobiography</i> - Linda Anderson	
Unit–2	Autobiography	15
	<i>Unbreakable-M C Mary Kom</i>	
Unit–3	Memoirs & Diaries	15
	<ul style="list-style-type: none"> ● <i>Memoirs of my Working Life</i> (Chapter6)–Sir M. Vishveshwarayya ● <i>My Boyhood Days</i> – Rabindranath Tagore 	
Unit–4	Biography & Biopics	15
	<ul style="list-style-type: none"> ● <i>The Desert Flower</i> – Waris Dirie ● <i>Bhaag Milkha Bhaag</i> - directed by Rakesh Mehra 	

Suggested Reading:

1. Anderson, Linda. *Autobiography*. Rout ledge, London, 2011.
2. Anderson, Linda. *Women and Autobiography in the Twentieth Century: Remembered Futures*. Prentice hall, Harvester Wheat sheaf, London, 1997.
3. Andrews, William L, and Douglas Taylor. *Richard Wright's Black Boy (American Hunger): A*

Casebook. Oxford University Press, New York, 2003.

4. Baggerman et al (eds.). *Controlling Time and Shaping the Self Developments in Autobiographical Writing since the Sixteenth Century*. Brill, Leiden, 2011.
5. Lejeune, Philippe. *On Autobiography* of Minnesota P, Minneapolis, 1988.
6. Lionett, Françoise. *Autobiographical Voices: Race, Gender, Self-Portraiture*. Cornell UP, Ithaca, 1991.
7. Smith, Sidonie A. & Julia Watson, eds. *Reading Autobiography: A Guide for Interpreting Life Narratives*. U of Minnesota P, Minneapolis, 2001.
8. Weintraub, Karl J. *The Value of the Individual: Self and Circumstance in Autobiography*. Chicago UP, Chicago, 1982.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion, Watching Movie.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

B.A. English
Semester V
Discipline Specific Course (DSC)
Course: A-11
Discipline Specific Course (DSC)
Title of the Course: American Literature

DSC A-11: American Literature	
Course	A-11
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course A-11: American Literature		60 Hours
Unit –1	A Brief History of American Literature	15
Trends, Movements and Dominant themes in American literature – Melting Pot, Salad Bowl, Frontier Puritanism, American dream, American Transcendentalism, Individualism,		
Unit - 2	Introduction to major American writers	15
Hawthorne, Melville, Henry David Thoreau, Mark Twain, Hemmingway, Emily Dickinson, Walt Whitman, Robert Frost, Sylvia Plath, Toni Morrison, Alice Walker. Dominant themes in American literature - Puritanism, American dream, American Transcendentalism, individualism, frontier, manifest destiny		
Unit–3	Poems	15
1. “O Captain! My Captain!” –Walt Whitman 2. “My Life had Stood”– Emily Dickinson 3. “A Loaded Gun” -Emily Dickinson 4. “Because I could not stop for Death”-Emily Dickinson 5. “The Road Not Taken”- Robert Frost 6. “Mending Wall”-Robert Frost 7. “Theme for English B” -Langston Hughes 8. “Mad Girl’s Love Song”–Sylvia Plath		
Unit–4	Fiction	15
<i>Old Man and the Sea</i> - Ernest Hemingway		

Suggested Reading:

1. Hassan, Ihab. *Contemporary American Literature, 1945-1972: An Introduction*. Ungar, New York, 1973.
2. Henderson, Stephen, ed. *Understanding the New Black Poetry*. William Morrow, New York, 1973.
3. Hoffman, Danielle. *Harvard Guide to Contemporary Writing*. Harvard University Press, Cambridge, 1979.
4. Kiernan, Robert F. *American Writing Since 1945: A Critical Survey*. Frederick, Ungar, New York, 1983.
5. Lawrence, Shaffer. *History of American Literature and Drama*. New Sarup, Delhi, 2000.
6. Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. Crown, New York, 1970.
7. Moore, Harry T., ed. *Contemporary American Novelists*. Southern Illinois University Press, Carbondale, 1964.
8. Pattee, Fred Lewis. *The Development of the American Short Story: An Historical Survey*. Bible and Tannen, New York, 1975.

Pedagogy: Lectures, Seminar, Role play, Group discussion.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

B.A. English
Semester V
Skills Enhancement Course (SEC)
Course: SEC 4
Title of the Course: Employability Skills

SEC-4: Employability Skills	
Course	SEC-4
Type of Course	SEC
Theory/Practical	Theory and Practical
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	30 L + 15P
Duration of Exam	1 Hour
Formative Assessment Marks	20
Summative Assessment Marks	30
Total	50

Content of Course SEC-4: Employability Skills		30 L+ 15 P Hours
Unit –1	Employability	10+5
	<ul style="list-style-type: none"> ● What is employability? ● The significance of the Employability skills ● Measures to improve the students’ employability skills ● Entrepreneurial skills. 	
Unit II	Communication Skills	10 +5
	<ul style="list-style-type: none"> ● Communication and Types of Communication ● Barriers to Effective Communication ● Communication cycle and Importance of Feedback ● Interpersonal Skills 	
Unit–III	Soft skills	10+5
	<ul style="list-style-type: none"> ● What are soft skills? ● Body Language ● Emotional Intelligence ● Life Skills 	

Suggested Reading:

1. *Building Soft Skills for Employability*-Tran Le Huu Nghia
2. *Employability Skills* –I Dr. S. K. Singh
3. *Enhance Your Employability* –Dr. Frederick Sidney Correa and Frederick Savio Correa
4. *Effective Communication Skills* –Robert King
5. *Soft Skills and Employability Skills* - Cambridge Sabina Pillai and Agna Fernandez
6. *Employability Skills* -NSQF
7. *Employability Skills* –Oxbridge

8. *Employability Skills* - Shilpi Dixit and Nisha Yadav
9. *Employability Skills* - NCERT
10. *Enhancing Employability –Soft Skills* –Shalini Verma
11. *Brilliant Employability Skills* –Frances Trought
12. *A Textbook of Employability Skills*- JKP Publications.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Viva	10
Assignment	05
Seminar/ Class Activity	05
Total	20

B.A. English
Semester VI
Discipline Specific Course (DSC)
Course–A12
Title of the Course: Postcolonial Studies

Course	A12
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A12: Postcolonial Studies		60 Hou rs
Unit-1	Introduction to Post colonial Studies	15
Key concepts: Colonialism, Anti-colonialism, Decolonization, Discourse, Neo-colonialism, Hegemony, Hybridity, Imperialism, Orientalism, Post-colonialism. Text: Minutes of Education – Macaulay		
Unit-2	Essays on Postcolonial Studies	15
1. “The Beginnings of English Literary Study” in British India - Gauri Vishwanathan 2. “On National Cultures” in The Wretched of the Earth - Frantz Fanon (Source: Literature in The Modern World: Critical Essays and Documents Edited by Dennis Walder) 3. Introduction to The Empire Writes Back – Bill Ashcroft, Gareth Griffiths and Helen Tiffin		
Unit-3	Postcolonial Texts and Talks	15
“The Danger of a Single Story”–Chimamanda Adichie (TED Talk, Transcript) Source: https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/817/English%202012%20Summer%20Reading%20-%202018.pdf		
“The Gentlemen of Jungle”- Jomo Kenyatta “Caste Out” (poem)-Meena Kandaswamy		
Unit-4 Fiction		15
<i>Things Fall Apart</i> - Chinua Achebe		

Suggested Reading

1. Abrams M H, and Harpham. *A Glossary of Literary Terms*. Engage Learning, New Delhi, 2014.
2. Barry, Peter. *Beginning theory: An introduction to literary and cultural theory*. MUP, Manchester, 2017.
3. Vincent B., etal. *The Norton Anthology of Theory and Criticism*, WW Norton and Company, London, 2018.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion /type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar/ Project	10
Total	40

**B.A. English
Semester VI
Discipline Specific Course (DSC)
Course–A13**

Title of the Course: Introduction to the History of the English Language

Course	A13
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours pe week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of CourseA13: Introduction to the History of the English Language	60 Hours
Unit-1 Origin and Development of the English Language	15
Language Families Indo-European Family of Languages English as part of Germanic Family Landmarks in the development of the English Language	
Unit-2 Influences on the English Language	15
Latin Influence: Words such as Medium, Equivalent, Index, Genius, Scribe, Church, Memento, Ego, Complex, Legitimate, Vacuum, Minimum, Status, Fungus, Species Greek Influence: Words such as Graph, Phone, Character, Chorus, Academy, Bible, Harmony, Ecstasy, Nymph, Tragedy, Tyrant, Theatre, Irony, Alphabet, Drama, Elegy, Pathos, Epic, Theory, Museum, Hyphen, Dogma, Psychology, Neurology. French Influence: Words such as Court, Chancellor, Warden, Guardian, Guarantee, Warrant, Prior, Baptist, Cardinal, Castel, Chapel, Grace, Service, Ballet, Champagne, Naive, Soup, Penchant, Profile, Restaurant, Menu, Chef, Baton. Other Influences Scandinavia: Fellow, Wrong, Urge, Outlaw, Snare, Hit, Take, Root, They, Their, Them, Skill, Wing, Ugly, Sky, Weak, Loan, Both, Bleak, Same, Husband, ill.	

India: Nirvana, Swastika, Karma, Ahimsa, Sahib, Nawab, Mongoose, Bungalow, Vishnu, Bangle, Shampoo, Khushi, Khaki. Arab: Algebra, Cipher, Zenith, Saffron, Admiral, Cotton, Amber, Assassin, Magazine, Fakir, Imam, Madrasah, Harem, Gazelle.	
Unit–3 Makers of the English Language	15
Bible Translators, William Shakespeare, John Milton, Dr Johnson	
Unit–4 Language Development	15
Development of Spelling and Pronunciation; Development of English Dictionaries; Standard English; English as World Language; Varieties of English; Influence of Radio and Television on the usage of English language; Influence of cinema on the English language; Influence of social media on the English language, Mobile SMS Language.	

Suggested Reading

1. Wrenn C. L. *The English Language*. Vikas Publishing, India, 2022.
2. Baugh A.C.A *History of English Language*. Routledge, India, 2012.
3. Emerson and Oliver Farrar. *An Outline History of the English Language*. Mac Millan, New York, 1906.
4. Crystal David. *English as a Global Language*. Cambridge University Press, New York, 1997.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar/ Project	10
Total	40

B.A. English
Semester VI
Discipline Specific Course (DSC)
Course-A 14
Title of the Course: Women's Writing

Course A 14: Women's Writing	
Course	A14
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A14- Women's Writing	60 Hours
Unit –1 Introduction to Women's Writing	15
<ul style="list-style-type: none"> ● <i>Women Writing in India: 600B.C.to the early twentieth century</i> (Introduction) – Susie Tharu and K Lalitha - Eds ● <i>A Room of One's Own</i> (Chapter–1)-Virginia Woolf 	
Unit–2 Poems	15
<ul style="list-style-type: none"> ● “She” - Lakshmi Kannan ● “Palanquin Bearers” - Sarojini Naidu ● “Women Like Me”- Maram Al-Massri ● “Still, I Rise” – Maya Angelou ● “Flying Inside Your Own Body” - Margaret Atwood 	
Unit–3 Short Stories	15
<ul style="list-style-type: none"> ● “Two Words”–Isabel Allende ● “A Cup of Tea” –Catherine Mansfield ● “Jungle Major”–Temsula Ao 	
Unit–4 Novel	15
<i>Nampally Road</i> – Meena Alexander	

Suggested Reading:

1. Lalita K and Susie J. Tharu, editors. *Women Writing in India: 600B.C. to the early twentieth century*. Feminist Press, New York, 1991.
2. Woolf Virginia. *A Room of One's Own*. Hogarth Press, London, 1929.
3. Simone de Beauvoir. *The Second Sex*. Penguin Random House, New York, 1972.
4. Gilbert Sandra M and Susan Guber, editors. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, New Heaven Conn. and London, 2000.
5. Elaine Showalter, *A Literature of Their Own*. Princeton University Press, U.S.A., 1999.
6. Plain Gill and Susan Sellers, editors. *A History of Feminist Literary Criticism*. Cambridge University Press. 2007.
7. Essay to be read: Helen Carr, “A History of Women’s Writing” and Mary Eagleton, “Literary Representations of Women”

https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literarycriticism_gill-plain-andsus.pdf

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

Internship

(For Graduate Programme as per UGC & AICTE)

Course title	Internship Discipline specific
No of contact hours	90
No credits	2
Method of evaluation	Presentations/Report submission/Activity etc.,

- ❖ Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
- ❖ Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
- ❖ Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
- ❖ The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
- ❖ The detailed guidelines and formats should be followed as prescribed in UGC and AICTE guidelines.
- ❖ **Internship Process:**
Students have to visit local schools or corporate offices or Media offices to understand the use of English language.
- ❖ **Expected Activities:**
Teaching in schools (Primary school or High School) for 15 to 20 days
Or
Apprentice work experience in Front Desk Office for 15 to 20 days
Or
Work in Media Houses (newspaper, TV etc.) for 15 to 20 days

Formative Assessment (Internship)	
Assessment Occasion/ type	Marks
Field Visit + Report Submission	20
Evaluation of the Report	10
Presentation	10
Viva-voce	10
Total	50

Project

The project work aims to deepen the students' understanding of language and literature. Through this project, they will have the opportunity to analyze, interpret, and engage with various literary texts. This project will require research, critical thinking, and creativity, and it will serve as a platform for students to showcase their insights and skills. It aims to develop valuable skills in literary analysis, research, and presentation.

Students will be encouraged to undertake a project work in disciplines related to literature of contemporary interest and English Language.

Suggested Areas:

1. Postcolonial Literature
 2. Cultural Studies
 3. Translation Studies
 4. Folklore
 5. Performing Arts
 6. Gender Studies
 7. Dalit and Subaltern Discourses
 8. Media Studies
 9. Indian Literature in English Translation
 10. English Language
- The distribution of marks: The Project Work will be for 50 marks of which 30 will be for dissertation and 20 for viva-voce.
 - Students need to work under the guidance of teachers and submit the dissertation consisting of 30-50 pages two weeks prior to the summative exam.

UG Programme: 2023-24

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSC

(60 marks for semester end Examination with 2 hours duration)

Part-A

1. Objective type questions (covering all the four units) 10X1=10 marks

Part-B

2. Short notes 2 out of 4 (on all units) 2X5=10 marks

Part-C

3. Essay type questions (on all units) 4X10=40 marks

Total: 60 Marks

QUESTION PAPER PATTERN FOR SEC (THEORY)

(30 marks for semester end Examination with 1 hour duration)

Part-A

1. Short Answer Questions (Any 5) 5X2= 10 marks

Part-B

2. Short Notes (Any 2) 2X5=10 marks

Part-C

3. Essay type Questions (Any 1) 1X10= 10 marks

(Minimum 1 question from each unit)

Total: 30 Marks