



SKE SOCIETY'S
RANI PARVATI DEVI COLLEGE OF ARTS & COMMERCE,
BELAGAVI
(AUTONOMOUS)
Affiliated to Kitturu Rani Channamma University, Belagavi
DEPARTMENT OF ENGLISH

Curriculum Framework for under Graduate Courses Structure and
Syllabus of Bachelor of Arts

1. B.A. Course V Semester Curriculum of:
 - i. DSC 5.1- Literary Criticism and Theory
 - ii. DSC 5.2- Indian Writing in English
 - iii. DSC 5.3- English Language Teaching and
 - iv. Skill Enhancement Course 2- Basic Skills of Language Learning

w.e.f.

Academic Year 2026-27 onwards...

Submitted by
Chairperson
Board of Studies in English (UG)
Bachelor of Arts



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DEPARTMENT OF ENGLISH
BOARD OF STUDIES

Sl.No.	Name	Designation
1.	Prof. Rita V. Banagar (Chairperson)	HOD Dept. of English, RPD College, Belagavi
2.	Prof. G.K. Badiger (AC Nominee)	Professor, First Grade Government Degree College, Dharwad
3.	Prof. Tripti Karekatti (AC Nominee)	Professor, Dept. of English, Shivaji University, Kolhapur
4.	Dr. Pooja Halyal (VC Nominee)	Associate Professor, Dept. of English, P.G. Section Rani Channamma University, Belagavi
5.	Mrs. Manisha Subhedar (Alumni)	Chief Reporter, Daily Tarun Bharat, Belagavi
6.	Mr. Ashok Dhond (Expert Allied Area)	Managing Director, Impressions and Elegant Offset Printer, Belagavi
7.	Prof. Snehal Chougule (Co-opted Member)	Lecturer, Dept. of English, RPD College, Belagavi
8.	Ms. Rachel Gawali (Co-opted Member)	Lecturer, Dept. of English RPD College, Belagavi



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DEPARTMENT OF ENGLISH
COURSE STRUCTURE

Sem	Type of Course	Theory/Practical	Course Code	Course Title	Teaching Hrs./Week	Total Hrs./Sem	Duration of Exam	MARKS			Credits
								Formative	Summative	Total	
V	DSC-5.1/ Optional- English (BA)	Theory	1531	LITERARY CRITICISM AND THEORY	5	60	3 hrs	20	80	100	4
	DSC- 5.2/ Optional- English (BA) OR	Theory	1532	INDIAN WRITING IN ENGLISH OR	5	60	3 hrs	20	80	100	4
	DSC- 5.3/ Optional- English (BA)		1533	ENGLISH LANGUAGE TEACHING							
	SEC 2	Theory	6501	BASIC SKILLS OF LANGUAGE LEARNING	2	30	1 hr	10	40	50	2



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FIFTH SEMESTER

Course Title: DSC 5.1- LITERARY CRITICISM AND THEORY

Subject code: 1531	Credits: 4
Contact Hours: 60	Weekly Hours: 5
Semester End Examination: 80 Marks	Internal Assessment: 20 Marks

Course Objectives:

- ❖ Understand the meaning, nature, functions, methods, and significance of literary criticism.
- ❖ Familiarize themselves with the major principles of classical, romantic, and modern literary criticism.
- ❖ Develop an understanding of the critical concepts of Plato, Aristotle, Longinus, Horace, Coleridge, and T. S. Eliot.
- ❖ Introduce students to major contemporary literary theories and their application to literary texts.
- ❖ Cultivate critical thinking and analytical skills for interpreting literature from multiple theoretical perspectives.
- ❖ Develop students' ability to apply modern literary theories to selected literary works through independent critical analysis.

Course Outcomes (COs):

- ❖ Explain the fundamental concepts, functions, and methods of literary criticism.
- ❖ Analyse literary texts using the critical principles of Plato, Aristotle, Longinus, Horace, Coleridge, and T. S. Eliot.
- ❖ Distinguish between Classical, Romantic, and Modern schools of literary criticism.
- ❖ Apply major literary theories such as Feminism, Marxism, Psychoanalytic Criticism, Postcolonialism, Structuralism, Deconstruction, Ecocriticism, and related approaches in the interpretation of literary texts.
- ❖ Demonstrate critical, analytical, and interpretative skills through informed literary analysis and academic discussion.
- ❖ Students will be able to apply literary theories to literary texts, develop critical and analytical skills, and produce an independent theoretical reading of a literary work.

Pedagogy:

1. **Constructivism:** Students take part in discussion and construct knowledge in the class
2. **Collaboration:** Students work together in groups to share skills and resources and gain a greater understanding of the material
3. **Reflective:** It is a process of self-observation and evaluation
4. **Integrative Approach:** Helping students with different activities
5. **Inquiry Based Learning:** An active learning that starts by posing questions, problems to get answers based on facts
6. **Project- Based Learning:** Through close reading, theoretical application, and critical analysis.

Discipline Specific Course (DSC)

Title of the Paper : LITERARY CRITICISM AND THEORY

UNIT I: INTRODUCTION TO LITERARY CRITICISM	Hours: 10
1. Literary Criticism - Meaning, Definition, Nature, Functions and Methods 2. Plato's Concept of Art 3. Aristotle's <i>Mimeses</i>	
UNIT II: CLASSICAL CRITICISM	Hours: 10
1. Aristotle's Concept of Tragedy 2. Longinus's Beauty and Sublime 3. Horace's <i>Ars Poetica</i>	
UNIT III: ROMANTIC CRITICISM	Hours: 15
1. Classicism, Romanticism and Realism 2. <i>Imagination and Fancy</i> - S. T. Coleridge 3. <i>Tradition and Individual Talent</i> - T. S. Eliot	
UNIT IV: INTRODUCTION TO MODERN THEORIES	Hours: 15
Marxism, Psychoanalytical Criticism, Modernism, New Criticism, Structuralism, Feminism, Postmodernism, Post- Structuralism, Deconstruction, Postcolonialism, New Historicism, Subaltern Studies, Ecocriticism, Digital Humanities	
UNIT V: PROJECT WORK- APPLICATION OF LITERARY THEORIES	Hours: 10
Students shall select one literary work from the prescribed list and critically analyse it by applying one or more of the literary theories and rules of Criticism- 1. Mary Shelley – <i>Frankenstein</i> 2. Charlotte Brontë – <i>Jane Eyre</i> 3. Joseph Conrad – <i>Heart of Darkness</i> 4. T. S. Eliot – <i>The Waste Land</i> 5. Ernest Hemmingway – <i>The Old Man and The Sea</i> 6. Franz Kafka – <i>The Metamorphosis</i> 7. George Orwell – <i>Animal Farm</i> 8. Samuel Beckett – <i>Waiting for Godot</i> 9. Chinua Achebe – <i>Things Fall Apart</i> 10. Jean Rhys – <i>Wide Sargasso Sea</i>	

11. Margaret Atwood – *The Handmaid's Tale*
12. Toni Morrison – *Beloved*
13. Arundhati Roy – *The God of Small Things*
14. Salman Rushdie – *Midnight's Children*
15. Amitav Ghosh – *The Living Mountain*
16. Alice Walker – *The Colour Purple*
17. Virginia Woolf – *A Room of One's Own*
18. Katherine Mansfield – *The Garden Party*
19. William Golding – *Lord of the Flies*
20. Anita Desai – *Clear Light of Day*

Project Components:

1. Selection of a literary work
2. Identification of an appropriate literary theory/theories
3. Brief introduction to the selected theory
4. Close reading and critical analysis of the work
5. Application of theoretical concepts to the selected text
6. Critical interpretation and findings
7. Presentation/Viva-voce

BOOKS RECOMMENDED

Essential Books:

1. Biradar, S. B. *Literary Criticism and Practice*. Scholar Space Publisher, 2016.

Essential References:

1. Adams, Hazard. *Critical Theory Since Plato*. 3rd ed. Heinle & Heinle, 2005.
2. Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. Blackwell Publishing, 2007.
3. Daiches, David. *Critical Approaches to Literature*. Orient Longman, 1956.
4. Enright, D. J., and Ernest de Chickera, eds. *English Critical Texts*. Oxford University Press, 2002.
5. Ramaswami, S., and V. S. Sethuraman, eds. *The English Critical Tradition*. Vol. I. Macmillan India Ltd., 1986.

Additional References:

1. Groden, Michael, Martin Kreiswirth, and Imre Szeman, eds. *The Johns Hopkins Guide to Literary Theory and Criticism*. 2nd ed. Johns Hopkins University Press, 2004.
2. Rajan, B., and A. G. George. *Makers of Literary Criticism*. Vol. I. Asia Publishing House, 1966.
3. Russell, D. A., and Michael Winterbottom, eds. *Ancient Literary Criticism*. Oxford University

Press, 1972.

4. Wellek, René. *A History of Modern Criticism: 1750–1950*. Vol. I. Yale University Press, 1955.
5. Wimsatt, W. K., and Cleanth Brooks. *Literary Criticism: A Short History*. Oxford & IBH Publishing Co., 1970.
6. Eliot, T. S. *Tradition and the Individual Talent*. In *The Sacred Wood: Essays on Poetry and Criticism*. London: Methuen, 1920.

Web Resources:

1. Project Gutenberg – <https://www.gutenberg.org> (Classical texts by Plato, Aristotle, Longinus, Horace, etc.)
2. Internet Archive – <https://archive.org> (Digitized books on literary criticism and theory)
3. Stanford Encyclopedia of Philosophy – <https://plato.stanford.edu> (Articles on Plato, Aristotle, Structuralism, Postmodernism, etc.)
4. Internet Encyclopedia of Philosophy – <https://iep.utm.edu> (Literary and philosophical concepts)
5. The British Library – Discovering Literature – <https://www.bl.uk/discovering-literature>
6. Poetry Foundation – <https://www.poetryfoundation.org> (Resources on T. S. Eliot, Coleridge, and other literary figures)



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FORMATIVE ASSESSMENT FOR THEORY

Assessment Type	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Project Submission	05
Project Viva/ Presentation	05
Total	20
Formative Assessment as per the guidelines	

QUESTION PAPER PATTERN FOR THEORY

Sl. No.	Type of Questions	No. of Questions	Marks	Total Marks
I.	Objective Type Questions	10	01	10
II.	Answer the following in 200 Words	04	05	20
III.	Short Notes	04	05	20
IV.	Answer the following in 400 Words	03	10	30
				80

Note: Proportionate weightage shall be given to each unit based on number of hours Prescribed



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MODEL QUESTION PAPER

- i. All Sections are Compulsory
- ii. Neatness and fluency will be considered
- iii. Mention the appropriate question numbers

SECTION - A

Answer the following in a word, phrase or a sentence.

10X 1 =10

1. What is Literary Criticism?
2. Who proposed the Theory of Forms?
3. What does Aristotle mean by *Mimesis*?
4. Name the author of *Ars Poetica*.
5. What is Catharsis?
6. Who wrote *Biographia Literaria*?
7. Distinguish between Fancy and Imagination in one sentence.
8. Who wrote the essay *Tradition and the Individual Talent*?
9. Name any one modern literary theory.
10. What is Ecocriticism?

SECTION - B

Answer any four of the following in 200 words.

04X05=20

11. Explain the nature and functions of Literary Criticism.
12. Discuss Plato's concept of Art.
13. Explain Aristotle's theory of Tragedy.
14. Discuss Coleridge's concepts of Imagination and Fancy.
15. Explain the major principles of Feminism as a literary theory.

SECTION - C

Write any four of the following Short Notes.

04X05=20

16. Aristotle's concept of Mimesis.
17. Longinus' concept of the Sublime.
18. Horace's *Ars Poetica*.
19. Digital Humanities.
20. New Historicism.

SECTION - D

Answer any three of the following in 400 words each.

03X10=30

21. Define Literary Criticism. Discuss its meaning, nature, functions and methods with suitable examples.
22. Examine the contribution of Classical Criticism with special reference to Aristotle, Longinus and Horace.
23. Compare Classicism, Romanticism and Realism, and explain the distinctive features of each literary movement.
24. Discuss the major Modern Literary Theories, highlighting the principles and significance of any five theories prescribed in the syllabus.



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FIFTH SEMESTER

Course Title: DSC 5.2- INDIAN WRITING IN ENGLISH

Subject code: 1532	Credits: 4
Contact Hours: 60	Weekly Hours: 5
Semester End Examination: 80 Marks	Internal Assessment: 20 Marks

Course Objectives:

- ❖ Understand the historical development and major phases of Indian English Literature from the pre-independence to the post-independence period.
- ❖ Familiarize themselves with the significant poets, prose writers, novelists, and dramatists who shaped Indian English Literature.
- ❖ Develop an appreciation of the literary, social, cultural, and political concerns reflected in Indian English writings.
- ❖ Analyse the prescribed novel and poems using appropriate literary approaches and critical perspectives.
- ❖ Enhance critical thinking, interpretative, and communication skills through the study of diverse literary genres.
- ❖ Develop students' critical ability to compare a literary text with its film adaptation and analyse how these, characters and social realities are transformed across media.

Course Outcomes (COs):

- ❖ Describe the evolution and distinctive features of Indian English Literature in the pre- and post-independence periods.
- ❖ Identify the major contributions of prominent Indian English poets, prose writers, novelists, and dramatists.
- ❖ Critically analyse the themes, characters, style, and narrative techniques in *The White Tiger* by Aravind Adiga.
- ❖ Interpret the prescribed poems by relating them to the social, cultural, historical, and philosophical contexts of India.
- ❖ Demonstrate analytical, interpretative, and communication skills through informed discussion and literary appreciation of Indian English texts.
- ❖ Critically compare the novel and film adaptation and analyse their representation of class, caste, inequality, and social realities.

Pedagogy:

1. **Constructivism:** Students take part in discussion and construct knowledge in the class
2. **Collaboration:** Students work together in groups to share skills and resources and gain a greater understanding of the material
3. **Reflective:** It is a process of self-observation and evaluation
4. **Integrative Approach:** Helping students with different activities
5. **Inquiry Based Learning:** An active learning that starts by posing questions, problems to get answers based on facts
6. **Comparative- Audio- Visual Learning:** Through close reading of the novel, film screening, and guided classroom discussion.

Discipline Specific Course (DSC)

Title of the Paper : INDIAN WRITING IN ENGLISH	
UNIT I: BACKGROUND TO THE STUDY OF INDIAN ENGLISH LITERATURE: PRE-INDEPENDENCE	Hours: 15
1. Pre- Independence Poetry- Henry Derozio, Michael Madhusudan Dutt, Toru Dutt, Sri Aurobindo, Rabindranath Tagore, Sarojini Naidu 2. Pre- Independence Prose- Sri Aurobindo, Rajaram Mohan Roy, Dadabhai Naoroji, Bankim Chandra Chatterjee, Mahatma Gandhi, Dr. B. R. Ambedkar 3. Pre- Independence Fiction/ Novel- Mulk Raj Anand, R. K. Narayan, Raja Rao	
UNIT II: BACKGROUND TO THE STUDY OF INDIAN ENGLISH LITERATURE: POST-INDEPENDENCE	Hours: 15
1. Post- Independence Poetry- Nissim Ezekiel, A. K. Ramanujan, K. N. Daruwalla, Jayant Mahapatra, Arun Kolatkar, Kamala Das 2. Post- Independence Prose & Fiction- a. Prose- Nirad C. Chaudhri, Radhakrishnan, Abdul Kalam, Shashi Tharoor, Amitav Ghosh b. Fiction- Aravind Adiga, Anita Desai, Shashi Deshpande, Arundathi Roy, Sudha Murthy 3. Post- Independence Drama- G. V. Desani, M. Krishnamurti, Girish Karnad, Manohar Malgonkar, Gurucharan Das	
UNIT III: POETRY OF THE AGE	Hours: 10
1. <i>Our Casuarina Tree</i> - Toru Dutt 2. <i>The Tiger and The Deer</i> - Sri Aurobindo 3. <i>Time to Change</i> - Nissim Ezekiel 4. <i>The Abandoned British Cemetery at Balasore</i> - Jayant Mahapatra 5. <i>Of Mother, Among Other Things</i> - A. K. Ramanujan 6. <i>The Old Playhouse</i> -Kamala Das	
UNIT IV: NOVEL OF THE AGE	Hours: 10
<i>The White Tiger</i> – Aravind Adiga	
UNIT V: LITERATURE AND CINEMA/THEATRE: A COMPARATIVE STUDIES	Hours: 10

Comparative Study of Aravind Adiga's *The White Tiger* and Its Film Adaptation

THE WHITE TIGER | Adarsh Gourav, Priyanka Chopra, Rajkummar Rao | Crime Drama Thriller Movie- https://youtu.be/5mJCK2MS_O8?si=L1h6SBU8o5afWmvM

BOOKS RECOMMENDED

Essential Books:

1. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
2. Adiga, Aravind. *The White Tiger*. New Delhi: HarperCollins India, 2008

Essential References:

1. Iyengar, K. R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1984.
2. Mehrotra, Arvind Krishna. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
3. Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. New Delhi: Pencraft International, 2001.
4. King, Bruce. *Modern Indian Poetry in English*. 2nd ed. New Delhi: Oxford University Press, 2001.
5. Mukherjee, Meenakshi. *The Perishable Empire: Essays in Indian Writing in English*. New Delhi: Oxford University Press, 2002.

Additional References:

1. Lall, E. N. *The Poetry of Encounter: Three Indo-Anglian Poets (Dom Moraes, A. K. Ramanujan and Nissim Ezekiel)*. New Delhi: Sterling Publishers, 1983.
2. Sahane, Vasant A., and M. Sivaramakrishna, eds. *Indian Poetry in English: An Assessment*. Delhi: Macmillan, 1980.
3. Saxena, Akshaya. *Vernacular English: Reading the Anglophone in Postcolonial India*. Princeton: Princeton University Press, 2022.

Web Resources:

1. Sahitya Akademi – <https://sahitya-akademi.gov.in> (Indian authors, publications, literary history, and awards)
2. Poetry Foundation – <https://www.poetryfoundation.org> (Selected poems and poet profiles, including Indian English poets)
3. The Paris Review – <https://www.theparisreview.org> (Interviews and essays by contemporary authors)
Indian Literature (Sahitya Akademi Journal) – <https://sahitya-akademi.gov.in/journals> (Scholarly articles on Indian literature)
4. Project Gutenberg – <https://www.gutenberg.org> (Public domain works by Rabindranath Tagore and other classic authors)
5. Internet Archive – <https://archive.org> (Digitized books and literary resources on Indian English Literature)
6. Kanhaiya Entertainment Studios. “WHITE TIGER RISE | Adarsh Gourav, Priyanka Chopra, Rajkummar Rao | Crime Drama Thriller Movie.” YouTube, 24 May 2026.
https://youtu.be/5mJCK2MS_O8?si=L1h6SBU8o5afWmvM



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FORMATIVE ASSESSMENT FOR THEORY

Assessment Type	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Assignment	05
Classroom Activities	05
Total	20
Formative Assessment as per the guidelines	

QUESTION PAPER PATTERN FOR THEORY

Sl. No.	Type of Questions	No. of Questions	Marks	Total Marks
I.	Objective Type Questions	10	01	10
II.	Answer the following in 200 Words	04	05	20
III.	Short Notes	04	05	20
IV.	Answer the following in 400 Words	03	10	30
				80

Note: Proportionate weightage shall be given to each unit based on number of hours Prescribed



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MODEL QUESTION PAPER

- I. All Sections are Compulsory
- II. Neatness and fluency will be considered
- III. Mention the appropriate question numbers

SECTION - A

Answer the following in a word, phrase or a sentence.

10X 1 =10

1. Who is regarded as the first poet of Indian English literature?
2. Name the author of *Untouchable*.
3. Who wrote *The Guide*?
4. Write major themes of the novel *The White Tiger*.
5. Who is the protagonist of *The White Tiger*?
6. Who wrote the poem *Time to Change*?
7. Mention the importance of Casuarina Tree in the poem *Our Casuarina Tree*.
8. What is the central theme of the poem *The Old Playhouse*?
9. Who directed the film adaptation of *The White Tiger*?
10. Name the character who portrays Balram Halwai in the film *The White Tiger*.

SECTION - B

Answer any four of the following in 200 words

04X05=20

11. Discuss the contribution of pre-independence Indian English poets to the growth of Indian English literature.
12. Examine the major features of post-independence Indian English fiction.
13. Explain thematic concepts in the poem *The Abandoned British Cemetery at Balasore*.
14. Analyse Nissim Ezekiel's poem *Time to Change*.
15. Compare the portrayal of Balram in Aravind Adiga's *The White Tiger* and its film adaptation.

SECTION - C

Write any four Short Notes.

04X05=20

16. Mulk Raj Anand as a novelist.
17. Girish Karnad's contribution to Indian English drama.
18. Narrative technique in *The White Tiger*.
19. Themes in *The Tiger and the Deer*.
20. Kamala Das as a confessional poet.

SECTION - D

Answer any three in 400 words each.

03X10=30

21. Discuss the development of pre-independence Indian English literature with reference to its major poets, prose writers and novelists.
22. Trace the growth of post-independence Indian English literature with special reference to poetry, prose, fiction and drama.
23. Critically analyse *The White Tiger* as a novel of contemporary Indian society. (Unit III)
24. Critically appreciate how *The White Tiger* and its film adaptation represent class, caste, social inequality and the struggle for upward mobility in contemporary Indian Society.



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FIFTH SEMESTER

Course Title: DSC 5.3- ENGLISH LANGUAGE TEACHING

Subject code: 1533	Credits: 4
Contact Hours: 60	Weekly Hours: 5
Semester End Examination: 80 Marks	Internal Assessment: 20 Marks

Course Objectives:

- ❖ Understand the role of English as an international, national, and library language in diverse contexts.
- ❖ Familiarize themselves with the aims, principles, and methods of English Language Teaching.
- ❖ Develop an understanding of the historical development of English language teaching in India.
- ❖ Acquire knowledge of the challenges in teaching English and the pedagogical approaches to teaching literature.
- ❖ Enhance their understanding of strategies for teaching the four language skills—Listening, Speaking, Reading, and Writing.
- ❖ Familiarize students with contemporary approaches, technologies, AI tools, and assessment practices in English Language Teaching.

Course Outcomes (COs):

- ❖ Explain the significance of English as a national, international, and library language.
- ❖ Describe the aims, principles, and major methods of English Language Teaching and evaluate their classroom applications.
- ❖ Analyse the evolution of English language teaching in India, identify contemporary challenges in multilingual background.
- ❖ Apply appropriate pedagogical techniques for teaching English language and literature effectively.
- ❖ Demonstrate the ability to design learner-centred activities for developing Listening, Speaking, Reading, and Writing (LSRW) skills.
- ❖ Apply contemporary ELT approaches, digital and AI tools, and appropriate assessment techniques in English language classrooms.

Pedagogy:

1. **Constructivism:** Students take part in discussion and construct knowledge in the class
2. **Collaboration:** Students work together in groups to share skills and resources and gain a greater understanding of the material
3. **Reflective:** It is a process of self-observation and evaluation
4. **Integrative Approach:** Helping students with different activities
5. **Inquiry Based Learning:** An active learning that starts by posing questions, problems to get answers based on facts
6. **Technology Enhanced Teaching-** Through task- based activities, demonstrations, discussions, and practical assessment exercises.

Discipline Specific Course (DSC)

Title of the Paper : ENGLISH LANGUAGE TEACHING

UNIT I: GENERAL CHARACTERISTICS OF ENGLISH	Hours: 10
1. English as an International Link Language 2. English as a National Link Language 3. English as a Library Language	
UNIT II: ENGLISH AS GLOBAL LANGUAGE	Hours: 10
1. Aims and Objectives of Global Language (English) 2. Principles of Global Language Teaching 3. Methods of Teaching English	
UNIT III: ENGLISH IN INDIA: HISTORICAL PERSPECTIVE	Hours: 10
1. Teaching of English Literature (Poetry, Prose, Fiction, Drama) 2. English Language Teaching in the Indian Multilingual Context 3. Problems of Teaching English in India	
UNIT IV: TEACHING THE INTEGRATED SKILLS	Hours: 15
1. Teaching Listening Skills 2. Teaching Speaking Skills 3. Teaching Reading Skills 4. Teaching Writing Skills	
UNIT V: CONTEMPORARY TRENDS AND PRACTICES IN ELT	Hours: 15
1. Task- Based Language Learning 2. Technology in ELT and AI- Assisted Language Learning 3. Assessment and Evaluation in ELT	
BOOKS RECOMMENDED	
Essential Books: - Krishnaswamy, N., and Lalitha Krishnaswamy. <i>Teaching English: Approaches, Methods and Techniques</i>. Bangalore: Macmillan India Ltd., 2003. - Graddol, David. <i>English Next India</i>. New Delhi: British Council, 2010. - Wrenn, C. L. <i>The English Language</i>. London: Methuen & Co. Ltd., 1949. - Ellis, Rod. <i>Task-Based Language Learning and Teaching</i>. Oxford University Press, 2003. - Nunan, David. <i>Task-Based Language Teaching</i>. Cambridge University Press, 2004. - Chapelle, Carol A. <i>Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research</i>. Cambridge University Press, 2001. - Dudeney, Gavin, Nicky Hockly, and Mark Pegrum. <i>Digital Literacies</i>. Pearson, 2013. - Godwin-Jones, Robert. <i>Emerging Technologies: Mobile Apps for Language Learning</i>. Language Learning & Technology, 2011. - Hubbard, Philip, ed. <i>Computer Assisted Language Learning: Critical Concepts in Linguistics</i>. Routledge, 2009.	

10. Brown, H. Douglas, and Priyanvada Abeywickrama. *Language Assessment: Principles and Classroom Practices*. Pearson, 2010.
11. Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press, 2003.

Essential References:

1. Paliwal, A. K. *Perspectives on English Language Teaching*. Jaipur: Surabhi Publications, 2002.
2. Kumari, A. V. *Methods of Teaching English*. Guntur: New Era Publications, 2014.
3. Jesa, M. *Efficient English Teaching*. New Delhi: APH Publishing Corporation, 2005.
4. Percy, R. *Teaching of English*. Hyderabad: Neelkamal Publications Pvt. Ltd., 2012.
5. Lee, W. R. *Language Teaching Games and Contexts*. London: Oxford University Press, 1976.
6. Hornby, A. S. *The Teaching of Structural Words and Sentence Patterns*. London: Oxford University Press, 1968

Additional References:

1. Halliday, M. A. K. *Explorations in the Functions of Language*. London: Edward Arnold, 1975.
2. National Curriculum Framework. New Delhi: NCERT, 2005.
3. National Policy on Education (1986, modified in 1992). Ministry of Human Resource Development, Government of India.
4. Position Paper on Teaching of Indian Languages. New Delhi: NCERT, 2006.
5. Programme of Action. Ministry of Human Resource Development, Government of India, 1992.

Web Resources:

1. NCERT – <https://ncert.nic.in> (National Curriculum Framework, Position Papers, and ELT resources)
2. Ministry of Education, Government of India – <https://www.education.gov.in> (National Education Policies and educational initiatives)
3. British Council – TeachingEnglish – <https://www.teachingenglish.org.uk> (ELT methodologies, classroom resources, and professional development)
4. Cambridge English – <https://www.cambridgeenglish.org> (Resources on language learning, assessment, and teaching)
5. Oxford University Press – ELT – <https://elt.oup.com> (Teaching methodologies, language activities, and ELT resources)
6. TESOL International Association – <https://www.tesol.org> (Professional resources for English language teaching)



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FORMATIVE ASSESSMENT FOR THEORY

Assessment Type	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Project	05
Internship	05
Total	20
Formative Assessment as per the guidelines	

QUESTION PAPER PATTERN FOR THEORY

Sl. No.	Type of Questions	No. of Questions	Marks	Total Marks
I.	Objective Type Questions	10	01	10
II.	Answer the following in 200 Words	04	05	20
III.	Short Notes	04	05	20
IV.	Answer the following in 400 Words	03	10	30
				80

Note: Proportionate weightage shall be given to each unit based on number of hours Prescribed



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MODEL QUESTION PAPER

- I. All Sections are Compulsory
- II. Neatness and fluency will be considered
- III. Mention the appropriate question numbers

SECTION - A

Answer the following in a word, phrase or a sentence.

10X 1 =10

1. What is meant by English as a National Link Language?
2. Define Library Language.
3. What is the primary aim of English Language Teaching?
4. Name any one method of teaching English.
5. State one importance of 'AI' in AI-assisted language learning.
6. Mention any one barrier of teaching English in India.
7. Which language skill is known as a receptive skill?
8. Name any one productive language skill.
9. What is Task- Based Language Learning?
10. Name the four basic language skills.

SECTION - B

Answer any four of the following in 200 words

04X05=20

11. Explain the role of English as an International, National and Library Language.
12. Discuss the aims and objectives of English Language Teaching.
13. Explain the role of technology and AI in English Language Teaching.
14. Describe the techniques used for teaching Listening and Speaking skills.
15. Explain the major methods of teaching English.

SECTION - C

Write any four Short Notes.

04X05=20

16. English as an International Link Language.
17. Principles of Language Teaching.
18. Problems of teaching English in India.
19. Teaching Reading Skills.
20. Teaching English Literature.

SECTION - D

Answer any three in 400 words each.

03X10=30

21. Discuss the significance of English as a National, International and Library Language in the present-day world.
22. Explain the aims, objectives, principles and methods of English Language Teaching.
23. Examine the status of English in India with reference to technology, AI-assisted language learning, problems of teaching English, and the teaching of English literature.
24. Explain the methods and techniques of teaching the four integrated language skills: Listening, Speaking, Reading and Writing



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FIFTH SEMESTER

Course Title: SEC 2- BASIC SKILLS OF LANGUAGE LEARNING

Subject code: 6501	Credits: 2
Contact Hours: 30	Weekly Hours: 2
Semester End Examination: 40 Marks	Internal Assessment: 10 Marks

Course Objectives:

- ❖ Develop proficiency in the four basic language skills—Listening, Speaking, Reading, and Writing (LSRW).
- ❖ Enhance effective oral and written communication for academic, professional, and everyday contexts.
- ❖ Understand and apply appropriate strategies to improve listening and reading comprehension.
- ❖ Build confidence in speaking through conversation, interviews, public speaking, and other communicative activities.
- ❖ Develop accuracy and clarity in writing by applying the principles of capitalization, punctuation, spelling, and note-making.

Course Outcomes (COs):

- ❖ Demonstrate effective listening skills by identifying barriers and applying appropriate listening strategies.
- ❖ Communicate confidently in formal and informal situations using appropriate language and etiquette.
- ❖ Apply effective writing techniques, including correct capitalization, punctuation, spelling, and note-making skills.
- ❖ Employ different reading strategies such as intensive reading, extensive reading, scanning, and skimming for various purposes.
- ❖ Demonstrate improved overall language proficiency through the integrated use of Listening, Speaking, Reading, and Writing (LSRW) skills.

Pedagogy:

1. **Activity-Based Learning:** Students engage in practical language activities such as role plays, conversations, listening tasks, reading exercises, and writing practice to develop communication skills.
2. **Collaborative Learning:** Students work in pairs and groups to participate in discussions, dialogues, presentations, and peer-learning activities, thereby enhancing teamwork and communication.
3. **Communicative Approach:** Emphasis is placed on the practical use of English through real-life situations such as greetings, interviews, public speaking, making requests, giving directions, and problem-solving.
4. **Integrative Approach:** The four language skills—Listening, Speaking, Reading, and Writing (LSRW)—are taught in an integrated manner through interactive classroom activities and language tasks.
5. **Reflective Learning:** Students assess their own language performance through self-evaluation, peer feedback, and continuous practice to improve fluency, accuracy, and confidence.

Skill Enhancement Course (SEC)

Title of the Paper : BASIC SKILLS OF LANGUAGE LEARNING	
UNIT I: BASIC SKILLS OF LANGUAGE LEARNING	Hours: 10
1. Listening skill: Types of listening. barriers of listening and methods of improving listening skill 2. Speaking Skill: Formal and informal speech, greetings, making requests, persuading, complaining, seeking help, enquiring, ordering, giving permission. instruction and directions, interview skills, public speaking	
UNIT II: BASIC SKILLS OF LANGUAGE LEARNING	Hours: 10
1. Writing Skill: Capitalization, Punctuation marks, qualities of effective writing, spellings, and note making skills. 2. Reading skill: Types of reading: intensive and extensive reading. Eye span. scanning and skimming, and pauses.	
UNIT III: APPLICATION OF WRITING SKILLS	Hours: 10
1. Practical Writing Skills: Email writing, formal letter writing, notices, articles and short reports. 2. Functional Writing: Summarising, paraphrasing and writing responses to given situation.	
BOOKS RECOMMENDED	
Essential Books: Kohli, A. L. <i>Techniques of Teaching English</i>. New Delhi: Dhanpat Rai Publications.	
Essential References: - Adler, Mortimer J., and Charles Van Doren. <i>How to Read a Book</i>. Revised ed. New York: Simon & Schuster, 1972. - Lewis, Norman. <i>Word Power Made Easy</i>. New York: Pocket Books, Revised Edition. - Foster, Thomas C. <i>How to Read Literature Like a Professor</i>. New York: HarperCollins, Latest Edition.	
Additional References: - Hornby, A. S. <i>Oxford Advanced Learner's Dictionary of Current English</i>. Oxford University Press. - Krishnaswamy, N., and Lalitha Krishnaswamy. <i>Teaching English: Approaches, Methods and Techniques</i>. Macmillan India. - Lee, W. R. <i>Language Teaching Games and Contests</i>. Oxford University Press.	
Web Resources: - British Council – LearnEnglish – https://learnenglish.britishcouncil.org - British Council – TeachingEnglish – https://www.teachingenglish.org.uk	

3. Cambridge English – <https://www.cambridgeenglish.org>
4. BBC Learning English – <https://www.bbc.co.uk/learningenglish>
5. Merriam-Webster Dictionary – <https://www.merriam-webster.com>
6. Oxford Learner's Dictionaries – <https://www.oxfordlearnersdictionaries.com>



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FORMATIVE ASSESSMENT FOR THEORY

Assessment Type	Marks
Internal Assessment Test 1	05
Assignment/ Project (Unit III)	05
Total	10
Formative Assessment as per the guidelines	

Formative Assessment for Theory

Assessment Type	Marks
Internal Assessment	10
Formative Assessment	40
Total	50
Formative Assessment as per the guidelines	

QUESTION PAPER PATTERN FOR THEORY

Question Paper Pattern: 40 multiple choice questions of one mark each

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



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MODEL QUESTION PAPER

Time: 1 Hour

Maximum Marks: 40

Instructions:

- Answer all questions.
- Each question carries 1 mark.
- Choose the most appropriate answer.

SECTION- A

Unit I – Listening and Speaking Skills

(20 × 1 = 20 Marks)

1. Listening is primarily a _____ skill.
 - a) Productive
 - b) Receptive
 - c) Creative
 - d) Mechanical
2. Which of the following is a type of listening?
 - a) Intensive Listening
 - b) Reflective Listening
 - c) Passive Listening
 - d) All of the above
3. Noise is an example of a _____ to listening.
 - a) Method
 - b) Barrier
 - c) Technique
 - d) Skill
4. Active listening involves
 - a) Ignoring the speaker
 - b) Paying attention and responding appropriately
 - c) Speaking continuously
 - d) Reading while listening
5. Which of the following helps improve listening skills?
 - a) Concentration
 - b) Interrupting the speaker
 - c) Daydreaming
 - d) Multitasking
6. Formal speech is generally used in
 - a) Casual conversations
 - b) Official meetings
 - c) Chats with friends
 - d) Family gatherings
7. Which greeting is appropriate in a formal situation?
 - a) Hi buddy!
 - b) Good morning, Sir.
 - c) What's up?
 - d) Hey!
8. Which expression is used to make a polite request?

- a) Give me your pen.
b) Could you please help me?
- c) I want your pen.
d) You must help me.
9. Persuasion means
a) Giving orders
b) Convincing someone
- c) Complaining
d) Greeting someone
10. Which expression is suitable for seeking help?
a) Never mind.
b) Could you help me, please?
- c) Go away.
d) Keep quiet.
11. Which of the following is an example of enquiring?
a) What is the admission procedure?
b) Thank you.
- c) Congratulations!
d) Goodbye.
12. Which expression is appropriate while ordering food?
a) Bring food immediately.
b) I would like to order a meal, please.
- c) Food!
d) Give me something.
13. Giving directions requires
a) Clear instructions
b) Loud voice only
- c) Arguments
d) Guesswork
14. Which quality is important in an interview?
a) Confidence
b) Rudeness
- c) Carelessness
d) Silence
15. Public speaking helps improve
a) Communication skills
b) Handwriting
- c) Typing speed
d) Memorization only
16. Which is NOT a barrier to listening?
a) Noise
b) Lack of attention
- c) Concentration
d) Prejudice
17. Which communication is informal?
a) Interview
b) Friendly conversation
- c) Seminar
d) Official meeting
18. While making a complaint, one should be
a) Aggressive
b) Polite
- c) Rude
d) Silent
19. Eye contact during public speaking shows
a) Confidence
b) Fear
- c) Laziness
d) Anger

20. The purpose of listening is to
- a) Understand the speaker
 - b) Interrupt the speaker
 - c) Change the topic
 - d) Ignore the message

SECTION- B

Unit II – Writing and Reading Skills

(20 × 1 = 20 Marks)

21. Every sentence begins with a
- a) Small letter
 - b) Capital letter
 - c) Number
 - d) Symbol
22. Which punctuation mark is used at the end of a statement?
- a) ?
 - b) !
 - c) .
 - d) ;
23. Which punctuation mark is used to ask a question?
- a) Full stop
 - b) Comma
 - c) Question mark
 - d) Colon
24. Correct spelling is important for
- a) Clear communication
 - b) Decoration
 - c) Drawing
 - d) Memorization
25. Note-making helps in
- a) Organizing information
 - b) Increasing handwriting size
 - c) Decorating notebooks
 - d) Copying passages
26. Reading for detailed understanding is called
- a) Skimming
 - b) Scanning
 - c) Intensive reading
 - d) Casual reading
27. Reading for general understanding is known as
- a) Extensive reading
 - b) Intensive reading
 - c) Proofreading
 - d) Copy reading
28. Scanning is used to
- a) Read every word carefully
 - b) Find specific information
 - c) Memorize a text
 - d) Improve handwriting
29. Skimming means
- a) Reading quickly to get the main idea
 - b) Reading word by word
 - c) Reading aloud
 - d) Translating the passage
30. Eye span refers to

- a) The movement of the eyes while reading
b) Eye colour
c) Eye disease
d) Eye contact
31. Pauses while reading help in
a) Better comprehension
b) Faster writing
c) Better drawing
d) Better typing
32. Which is a quality of effective writing?
a) Clarity
b) Confusion
c) Repetition
d) Ambiguity
33. Which punctuation mark separates items in a list?
a) Comma
b) Colon
c) Semicolon
d) Apostrophe
34. Which of the following is NOT a reading skill?
a) Scanning
b) Skimming
c) Listening
d) Intensive reading
35. Capitalization is used for
a) Proper nouns
b) Every word
c) Articles only
d) Prepositions only
36. Which is an example of extensive reading?
a) Reading a novel
b) Reading examination instructions
c) Reading a timetable
d) Reading a dictionary entry
37. Effective writing should be
a) Clear and concise
b) Long and confusing
c) Unorganized
d) Repetitive
38. Which skill helps locate a train number in a timetable?
a) Skimming
b) Scanning
c) Listening
d) Note-making
39. Which of the following is essential for good note-making?
a) Key words
b) Full paragraphs
c) Decorative writing
d) Long sentences
40. The four basic language skills are
a) Listening, Speaking, Reading, Writing
b) Grammar, Vocabulary, Translation, Writing
c) Reading, Drawing, Speaking, Singing
d) Speaking, Painting, Reading, Listening