



**Bagalkot University
Jamkhandi, KARNATAKA-INDIA**

DEPARTMENT OF ENGLISH

**A
DRAFT
OF**

**Learning Outcomes-Based Curriculum Framework (LOCF)
For
UNDERGRADUATE DEGREE**

SUBJECT: ENGLISH

**Framework For
Curriculum of I to II Semester**

w.e.f

Academic Year 2024-25 and onwards

Preamble for UG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Government of Karnataka has instructed all the Universities to revise the under graduate syllabus as per the Government order no. ED 166 UNE 2023 Bengaluru Dated 08-05- 2024 from the academic year 2024-25.

Hence the Bagalkot University has revised the syllabus as suggested by its Board of Studies and approved by Academic Council and Syndicate. The subject code format for all the subjects of the new syllabus is also revised.

The subject code format is described in the following.

Subject Code Format

1	2	3	4	5	6	7	8	9	10
VER	DEGREE	SEM	DISCIPLINE			SUB. TYPE	SL. NO.	FOR	TH/LAB/F
							SUB. TYPE		
2	A	1	C	H	E	M	0	1	T
2	B	1	P	O	L	M	0	1	T

[1] The Version information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2] The UG degree codes to be provided as / The code applicable to all degrees

Sl. No	Degree Code		Degree
1	B.Sc.	A	Bachelor of Science
2	B.A	B	Bachelor of Arts
3	B.Com.	C	Bachelor of Commerce
4	BBA	D	Bachelor of Business Administration
5	BCA	E	Bachelor of Computer Applications
6	BSW	F	Bachelor of Social Work
7.	-----	S	Applicable to all degrees

[3] The Semester Information is provided as

Sl. No	Semester
1	1
2	2
3	3
....	

[4-6]The Discipline Information to be provided as

Sl No	Degree	Discipline Code
1	B.Com.	XXX
2	BCA	XXX
3	BBA	XXX
4	BSW	XXX
5	B.A	'HIS', 'POL', 'GEO', 'KAN', 'HIN' etc. The detailed list is to be provided
6	B.Sc.	'PHY', 'CHE', 'BOT', 'ELE' etc. The detailed List is to be Provided

[7] The Subject Type to be provided as

Sl. No.	TYPE	Description
1	Major	M
2	Language	L
3	Constitutional Moral Values	C
4.	Elective	E
5.	Skill / Practical based learning	S
6.	Mini Project	P
7.	Internship	I
8.	Case study/ Survey using principles of Research Methodology	R

[8-9] The Running Serial Number is to be provided for a particular Subject type 01 to 99

[10] This character specifies the category of the subject namely, T=Theory, L-Practical, P-Project Work, F-Field work, Viva-V, I-Internship, Dissertation-D

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1. Course Objectives

Based on the graduate attributes outlined in the UGC Curriculum and Credit Framework for Undergraduate Programs, course objectives are designed to align with these key capabilities and outcomes. Here's how these attributes influence the design of course objectives:

Broadening Knowledge Base and Skills Enhancement:

- Course objectives should aim to expand students' understanding and proficiency in specific subject areas or disciplines. This includes acquiring new knowledge and refining existing skills relevant to the field of study.

Gaining and Applying New Knowledge and Skills:

Objectives should include opportunities for students to not only gain theoretical knowledge but also apply it practically. This might involve assignments, projects, or practical exercises that simulate real-world applications.

Undertaking Future Studies Independently:

- Courses should encourage students to develop self-directed learning skills. Objectives may include fostering research skills, critical thinking, and the ability to independently explore topics beyond the classroom.

Performing Well in a Chosen Career:

- Course objectives should prepare students for their future careers by equipping them with industry-relevant skills and knowledge. This could involve practical training, internships, or exposure to current industry practices.

Playing a Constructive Role as a Responsible Citizen:

- Objectives should emphasize ethical considerations, social responsibility, and the development of communication and interpersonal skills. This prepares students to contribute positively to society and engage responsibly in community issues.

Fostered Through Meaningful Learning Experiences:

- Courses should provide varied and engaging learning experiences that promote deep understanding and skill development. This might include experiential learning, case studies, group projects, and interactions with professionals in the field.

Enhanced Through Critical and Reflective Thinking:

- Objectives should encourage students to think critically about course material, apply analytical skills to problem-solving, and reflect on their learning experiences. This cultivates a habit of lifelong learning and continuous improvement.

In essence, course objectives derived from graduate attributes aim to create a comprehensive learning environment that prepares students not only for academic success but also for

professional achievement and responsible citizenship in society. By aligning objectives with these attributes, educators ensure that students receive a holistic education that addresses both academic and broader developmental goals.

3. Course Outcomes

Upon successful completion of the six-semester credit-based undergraduate course, students will achieve the following outcomes:

1. Read, comprehend, and interpret various written texts effectively.
2. Demonstrate proficiency in both guided and extended writing, utilizing appropriate vocabulary and adhering to correct grammar.
3. Listen attentively and speak confidently in formal and informal settings with fluency and clear pronunciation.
4. Attain employability with essential professional skills, ethics, and values.
5. Acquire comprehensive knowledge and a coherent understanding of chosen disciplinary or interdisciplinary fields within a broad multidisciplinary framework.
6. Recognize the interconnections between their learning areas and related fields, and stay informed about current and emerging developments in their chosen disciplinary or interdisciplinary fields.
7. Gain practical, professional, and procedural knowledge necessary for performing professional or highly skilled tasks in their chosen field(s) of study, including readiness for self-employment and entrepreneurship.
8. Develop specialized skills relevant to their chosen disciplinary or interdisciplinary areas within a broad multidisciplinary context, including practical skills applicable in varied routine and non-routine situations.
9. Enhance their ability to extrapolate from learned concepts, apply acquired competencies in new or unfamiliar contexts, and generate solutions to specific problems beyond mere replication of curriculum content knowledge.
10. Solve diverse problems encountered in familiar and unfamiliar contexts, applying their learning to real-life situations effectively.

Additionally, students will develop the following skills:

- Critical thinking
- Creative thinking
- Effective communication
- Analytical reasoning
- Research skills
- Collaboration and coordination with others
- Readiness for leadership roles
- Leadership qualities
- Digital and technological literacy
- Environmental awareness and action
- Community engagement and service orientation
- Autonomy, responsibility, and accountability
- Multicultural competence and inclusiveness

4. Course - wise credit structure

Choice Based Credit System (CBCS)

for **BA Programme**

Credit Structure

Semester I										
Category	Course code	Title of the Paper	Marks			Teaching Hours			Credits	Duration of Exam
			IA	SEE	Total	L	T	P		
MAJOR	2B1ENGM01 T	Introduction to English Language and Literature I	20	80	100	5	0	0	5	3

Semester II										
Category	Course code	Title of the Paper	Marks			Teaching Hours			Credits	Duration of Exam
			IA	SEE	Total	L	T	P		
MAJOR	2B2ENGM02 T	Introduction to English Language and Literature II	20	80	100	5	0	0	5	3

5. Course - wise Syllabus and Teaching Hours

BA English Major

COURSE CODE - 2B1ENGM01T

Semester I

Course Title: Introduction to English Language and Literature - I

(5 Credits; 5 Teaching hours; Theory 80 + IA 20 = 100; 3 hrs Exam)

Course Design:

The course introduces select literary masterpieces from around the world, aimed at preparing the students for a structured exploration of literature. They study representative poems of different eras along with concise explanations of key literary terms. Internal assessment includes tests, assignments, seminars, and group discussions, ensuring comprehensive learning and readiness for semester-end exams. This continuous evaluation process allocates 20 marks per semester to help students gauge their understanding of the texts. The semester-end exam, worth 80 marks, assesses students' progress across various aspects of the semester. Questions in the exam, ranging from one-mark to ten-mark items, evaluate comprehension of the texts.

Unit I: Introduction to Literature (1 hour / week; 20 Marks)

- 1) What is Literature?
- 2) Functions of Literature
- 3) Literature and Culture
- 4) Why Read Classics?

Unit II: Literary Forms and Terms (1 hour / week; 20 Marks)

4.1) Literary Forms: Legends, Lyric, Ballad, Sonnet, Ode, Elegy, Epic, free,

Verse, Idyll. Dramatic Monologue, Comedy, Tragedy, Tragicomedy, and Farce,

4.2) Literary Terms: Allegory, Simile, Metaphor, Metonymy, Personification, Pun, Soliloquy, Chorus, Climax, Euphemism, Hyperbole, Irony, Paradox, Atmosphere, Character, Imagery, Narrative technique, Plot, Setting, and Symbolism

Unit III; History of English Language (1 hour / week; 20 Marks)

- 1) Origin of English Language
- 2) Development of English Language
- 3) Influences of Greek, Latin, French and Scandinavian Language on English
- 4) Development of dictionaries

Unit IV. Introduction to Electronic- Literatures (1 hour / week; 20 Marks)

- 1) e- Literature and Forms of e-literature
- 2) Digital Reading, Instagram Poetry/Slam Poetry/TTT (Terribly Tiny Tales), Digital Story Telling, and Audio books
- 3) Digital literature, digital humanities, hypertexts, cyberpunk literature
- 4) The End of Books (New York Times) - Robert Coover
- 5) Digital Literature A Literary trend of the 21st century – Rebecca Rajathi and S. Kalamani

GD Topics:

- Representation of gender roles in literature: Evolution over time
 - The relevance of classic literature in modern times
 - Exploring cultural diversity through literature
 - Impact of technology on the future of storytelling
 - Depiction of social justice issues in contemporary literature
 - The influence of mythology and folklore on literature
 - Literature as a reflection of societal norms and values
 - The role of literature in promoting empathy and understanding
 - Adaptation of literary works into films: Pros and cons
- The significance of poetry in today's world

Scheme of Evaluation:

Internal Assessment: 20 Marks

(2 Internal Tests: 5+5 marks, Assignment: 05 marks and Seminar/Group Discussion 5 marks)

Theory: 80 Marks

Total : 100 Marks

Question Paper Pattern

I.	Short answer type questions on Unit I	2x05=10
II.	Essay type question on Unit I (1 out of 2)	1x10=10
III.	A. Short Notes on Literary Forms Unit II	2X05=10
	B. Objective questions on Literary Terms Unit II	2x05=10
IV.	A. Essay Type Question on Unit III	1X10=10
	B. Short Notes on Unit III (2 out of 4)	2x05=10
V.	A. Short Notes on Unit IV (2 out of 4)	2x05=10
	B. Objective questions on Unit IV	1X10=10
Total		80

Suggested Reference Books

Abrams, M. H. *A Glossary of Literary Terms*, Thomson Press (India) Ltd, 2019.

Cuddon, J. A. *A Dictionary of Literary Terms*. Viva Books, 1998.

Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.

Daiches, David. *A Critical History of English Literature*. Secker & Warburg, 1968.

Gray, Martin. *A Dictionary of Literary Terms*. Pearson, 2008.

Hudson, W. H. *An Introduction to the Study of Literature*. Rupa, 2015.

Jespersen, O. *Growth and Structure of the English Language*. Blackwell, 1991.

Kreutzer, James. *Elements of Poetry*. Macmillan, 1971.

Lemon, Lee T. *A Glossary for Study of English*. OUP, 1974.

Wood, F. T. *An Outline History of the English Language*. Macmillan, 2000.

Wren C. L. *English Language*

A Major English

Semester II

COURSE CODE - 2B2ENGM02T

Introduction to English Language and Literature - II

(5 Credits; 5 Teaching hours; Theory 80 + IA 20 = 100; 3 hrs Exam)

Unit I: Beginning of British Literature (1 hour / week; 20 Marks)

1. The Renaissance and Reformation
2. Elizabethan Poetry
3. Elizabethan drama
5. Elizabethan Prose
6. Metaphysical poetry
7. Cavalier Poetry
8. Puritan Prose

Unit II: Literary Forms and Terms (1 hour / week; 20 Marks)

- 4.1) Literary Forms:** Novel, Biography, Autobiography, Novella, Essay, Comedy, Tragedy, Tragicomedy, and Farce
- 4.2) Literary Terms:** Allegory, Simile, Metaphor, Metonymy, Personification, Pun, Soliloquy, Chorus, Climax, Euphemism, Hyperbole, Irony, Paradox, Atmosphere, Character, Imagery, Narrative technique, Plot, Setting, and Symbolism

Unit III: Language and Linguistics (1 hour / week; 20 Marks)

Language - definitions - Theories related to the origin of language - Properties of human language as opposed to animal communication - Speech & Writing

Linguistics - definition - levels of linguistic analysis- Phonetics, phonology, morphology, syntax, semantics, discourse

Branches of linguistics - psycho- linguistics, ethno-linguistics, socio-linguistics

Language Varieties - Idiolect – Dialect - Isogloss- Register – Pidgin, Creole - Bilingualism - Diglossia.(Concepts of linguist & polyglot)

Approaches to the study of linguistics - synchronic & diachronic - descriptive& prescriptive - traditional & modern Concepts of langue, parole, competence. performance

Unit IV: Phonetics (1 hour / week; 20 Marks)

Airstream mechanism -Organs of speech

Classification & description of speech sounds - vowels - monophthongs, diphthongs

Phonology - phoneme - allophones- - Transcription- IPA symbols,

Phonemes in English - vowels, consonants, some important allophonic variants

Homophones, homonyms

Syllable- definition/description - structure - syllabic consonant - consonant clusters

Word accent

Intonation

GD topics

- The Impact of Harry Potter on Children's Literature
- Benefits of Reading Classic Literature in Schools
- Role of Fairy Tales in Moral Education
- The Influence of Comics on Modern Literature
- The Importance of Folklore in Preserving Cultural Heritage
- Exploring Diversity in Contemporary Young Adult Literature
- Adaptation of Books into TV Series: Boon or Bane?
- Importance of English in India
- Analyzing the Use of Symbolism in Literature
- The Evolution of Fiction

Scheme of Evaluation:

Internal Assessment: 20 Marks

(2 Internal Tests: 5+5 marks, Assignment: 05 marks and Seminar/Group Discussion 5 marks)

Theory: 80 Marks

Total : 100 Marks

Question Paper Pattern

I.	2 short answer type questions on Unit I	2x05=10
II.	Essay type question on Unit I (1 out of 2)	1x10=10
III.	A. Short Notes on Literary Forms Unit II	2X05=10
	B. Objective questions on Literary Terms Unit II	10x01=10
IV.	Short Notes on Unit III (4 out of 5)	04x05=20
V.	A. Short Notes on Unit IV (2 out of 4)	02x05=10
	B. Objective questions on Unit IV	10X01=10
Total		80

Suggested Reference Books

1. Andrew Sanders: The Short Oxford History of English Literature
2. Edward Albert: History of English Literature
3. Michael Alexander: A History of English Literature
4. G.M. Trevelyan: English Social History
5. Bibhash Choudhury: English Social and Cultural History
6. Lyon, John. Language and Linguistics: An Introduction
7. Gimson, A.C. An Introduction to the Pronunciation of English
8. Murphy, Raymond. English Grammar
9. Trask, R. I. Key Concepts in Language and Linguistics
10. Martinet, Andre. Elements of General Linguistics
11. Swan, Michael. Practical English Usage.
12. Gleason, H.A. Linguistics and English Grammar
13. Lyons, John. Ed. New Horizon in Language

Formative Assessment for Theory

Evaluation Scheme for Internal Assessment: Continuous Internal Assessment (CIA)

Assessment Criteria for 20 marks		
1st Internal Assessment Test for 20 marks of 1 hour duration after 8 weeks and later marks should be reduced to 5	CIA : C1	5 Marks
2nd Internal Assessment Test for 40 marks 2 hours duration after 15 weeks and marks should be reduced to 10	CIA : C2	10 Marks
Assignment/ Activity	CIA : C3	05 Marks
Total		20 Marks

Summative Assessment for Theory:

SEMESTER END EXAM : SEE	C4	80 Marks
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