BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist: Bagalkot

PROGRAM /COURSE STRUCTURE AND SYLLABUS
FOR

ENGLISH

as per the Choice Based Credit System (CBCS) designed in
accordance with Learning Outcomes-Based Curriculum
Framework (LOCF)

For

Undergraduate Programs

I and II Semester

w.e.f.

Academic Year 2024-25

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 SUB. TYPE		TH/LAB/F
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

CONTENTS

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/BSW/B.MUSIC/BCOM/BSC/BBA/BCA/BVA Programme

Language Credit Structure

Semester I										
Category	Course code	Title of the Paper	Marks			Teaching Hours			Credits	Duration of Exam
			IA	SEE	Total	L	T	P		
L2	2S1ENGL01T	English	20	80	100	3	0	0	3	3

Semester II										
Category	Course code	Title of the Paper	Marks			Teaching Hours			Credits	Duration of Exam
			IA	SEE	Total	L	T	P		
L2	2S2ENGL02T	English	20	80	100	3	0	0	3	3

5. Course - wise Syllabus and Teaching Hours
BA/BSW/B.MUSIC/BVA/BACCJ/BCOM/BSC/BBA/BCA PROGRAMME
Semester I
Course Title: Language II
(3 Credits; 3 Teaching hours; Theory 80 + IA 20 = 100; 3 hrs Exam)

Course Design:

The course aims to enhance proficiency in listening, speaking, reading, and writing through an interactive approach focused on communication skills. Students actively engage in classroom discussions and lectures, interacting with teachers. They also benefit from video content like speeches, TED Talks, interviews, and personal narratives to develop effective listening strategies. Through prescribed stories and poems, learners learn to comprehend various genres of texts and engage critically with them. They are trained in diverse reading strategies tailored for different reading purposes. Collaborative tasks and peer interactions foster critical thinking abilities. Writing tasks are designed to connect with everyday experiences and are applicable to future professional contexts, exploring genres such as letters, emails, resumes, and social media posts. The curriculum utilizes a wide array of teaching resources and activities to support learning. Language activities within the course strengthen vocabulary and understanding of English sentence structures. Internal assessments, including tests, assignments, and group discussions, ensure comprehensive learning and readiness for semester exams. Examination questions, ranging from one-mark to ten-mark items, assess language comprehension and textual analysis skills.

Unit I Prose (20 Marks)

1. Vikram Bhatra PVC – Ian Cardozo

2. The Lottery Ticket – Anton Chekov

3. The Thief – Ruskin bond

3. A Tryst with Destiny – Jawaharlal Nehru

http://www.americanrhetoric.com/speeches/jawaharlalnehrutrystwithdestiny.htm

Unit II Poetry (20 Marks)

1. You Start Dying Slowly – Pablo Neruda

2. Raise the Curtain, Shakespeare – Tr. Shantanu Ray Choudhari

3. Kabir's Chadar – Susheelkumar Sharma

4. Steal Not Kill Not (Basavanna's Vachana) – Tr. Basavaraj Yaligar

Unit III English for Competitive Exams (20 Marks)

1. Sentence and its types

2. Articles

3. Tenses

4. Synonyms and Antonyms (text based Unit I and Unit II)

Unit IV English Speaking Skills (20 Marks)

1. Self Introduction: Formal and Informal

2. Introducing others: (the chief-guest/principal/family members/relatives/friend)

3. Conversation in different in contexts: (with Principal, Teacher, Librarian, Manager, Doctor, Shop keeper, Bus Conductor etc.)

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.	10 objective questions (5 from Prose and 5 from Poetry)	10x01=10
II	1 essay type question (1 out of 2 from Prose)	01x10=10
III.	1 essay type question (1 out of 2 from Poetry)	01x10=10
IV.	short notes 2 out of 4 (1 from Prose and 1 from Poetry)	02x05=10
V.	English for Competitive Exams (objective type on 4 topics)	04x05=20
VI.	English Speaking Skills (short Notes 4 out of 5)	04x05=20
Total		80

Suggested Reading

Susheelkumar, Sharma *Unwinding Self,* Cuttack: Vishwanath Kaviraj Institute, 2020.

(British Library catalogue)

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

Sinha. R.N. Current English Grammar and Usage, OUP, New Delhi.

Murthy. J. D. *Conemporary English Grammar for Scholars and Students*, New Delhi: .Book Palace, 2020

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Daile Carnegie, *The Quick and Easy way to effective speaking*, New York: Lexicon Publishers. 1990

Unit I. Prose (20 Marks)

1. Navigating the future: AI's role in shaping Indian education – India Today, April 1st 2024
2. How Much Land a Man Require – Leo Tolstoy
3. Big Brother – Munci Premcahnd
4. "I Have a Dream" Speech by the Rev. Martin Luther King Jr. at the "March on Washington," 1963 (excerpts)
https://youtu.be/qHc3FY9il1s

Unit II Poetry (20 Marks)

1. Where the Mind is Without Fear – Rabindranath Tagore
2. Caged Bird – Maya Angelou
3. On Children – Khalil Gibran
4. If You think You are Beaten, You Are! – Walter D Wintle

Unit III. English for Competitive Exams (20 Marks)

1. Subject verb agreement
2. Prepositions
3. Framing Questions (with 'Wh-' words & yes/no questions)
4. Punctuations (Capitalization, Comma, Period, Question Mark and Exclamation Mark)

Unit IV English Speaking Skills (20 Marks)

1. Seven Cs of Presentation and Types of Presentation
2. Role of Body Language in presentation
3. How Education helped me rewrite My life – Ashweetha Shetty
   https://youtu.be/Bg7hbA6IwBM?si=VU6ljbmbHbSLUDsB

   (Importance of Education)

4. How She became an IAS officer – Surabhi Gautam
   https://youtu.be/sKvMxZ284AA?si=DxnHQwbijq7sXt7r
   (Importance of language in Surabhis's life)
5. Diversity is the new nationality – Capt Raghu Raman
   https://youtu.be/D5XptU6-Vm0?si=Tfp0OnreQnl3R_e1
   (Importance of nationality)
6. Sundar Pichai's Eye Opening Speech
   https://youtu.be/8Aux7nqu6w8?si=bWuEPG3mm23PHGrZ
   (Importance of risk taking)

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.	10 objective questions (5 from Prose and 5 from Poetry)	10x01=10
II	01 essay type question (1 out of 2 from Prose)	01x10=10
III.	01 essay type question (1 out of 2 from Poetry)	01x10=10
IV.	02 short notes out of 4 (1 from Prose and 1 from Poetry)	02x05=10
V.	English for competitive Exams on Unit III (on 4 topics)	04x05=20
VI.	English Speaking Skills on Unit IV (Short Notes 4 out of 5)	04x05=20
Total		80

Suggested Reading

Eagleton, Terry. *How to Read a Poem,* New Delhi: Blackwell, 2007.

Jespersen, 0. *Growth and Structure of the English Language. New Delhi:* Blackwell, 1991.

Sinha. R.N. *Current English Grammar and Usage*, New Delhi: OUP, 2020

Murthy. J. D. *Conemporary English Grammar for Scholars and Students*, New Delhi. Book Palace, 1990

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Ted talks