



RANI CHANNAMMA UNIVERSITY, BELAGAVI

PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS)
designed in accordance with
Learning Outcomes - Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for Undergraduate Program in
ENGLISH
(BA/B.Sc/B.Com/BSW/BBA/BCA and other faculties)

w.e.f.

Academic Year 2021-22 and onwards

Board of Studies: English (UG)

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02	Smt. Asha Kattimani Department of English, JSS College, Gokak.	Member
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04	Dr. M. M. Hurali Department of English, KLE's B. K. College, Chikkodi.	Subject Expert
05	Dr. S. B. Biradar Department of English, SVM College, Ilkal.	Subject Expert

Terminology Used

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 – Sem End Exam

CIE – Continuous Internal Evaluation

SB – Skilled Based

VB – Value Based

PREAMBLE

National Education Policy 2020 aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. And also National Education Policy aims at quality in Higher Education enabling students with personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.

As a medium of communication, learning language gains significance. National Education Policy 2020 emphasizes language study and promotion of languages through translation and interpretation. The twin objectives of language as medium of communication and as career of culture and values need to be embedded in the four years multidisciplinary undergraduate programs. The language and the study of language and linguistics are central to the educational eco system. The importance of language as medium of communication – personal, social, official, professional, business and commerce need to be emphasized for lucid and concise expression. The communication skills are vital in the creation and dissemination of all domains of knowledge, and to connect all disciplines. Teaching and learning of Receptive and Productive skills - Listening, Speaking, Reading and Writing (LSRW) are to be effectively taught and studied in the two years language study of the four year under graduate multidisciplinary program. The phonological, syntactical and semantic aspects of the language are to be imparted in the curriculum framework.

In this connection, Curriculum, Pedagogy and Assessment form the foundation of quality learning. Relevant curriculum, engaging pedagogy, continuous formative assessments and adequate student support result in productive learning. The curriculum has to align with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students; pedagogical practices determine the learning experiences that are provided to students– thus directly influencing learning outcomes.

The assessment methods shall be scientific and will test the application of knowledge. Efforts are being made in providing a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills.

PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. Communicate effectively and appropriately.
2. Use English effectively for the purpose of study across the curriculum.
3. Develop interest in the appreciation of Literature.
4. Acquaint with communication skills.
5. Inculcate life skills and human values
6. Think creatively and critically
7. Expand emotional intelligence

The curriculum tries to align with the latest knowledge requirements. It also tries to meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students. The teachers of English need to develop technological skills to impart quality education. Pedagogy involves Lecture (L) + Tutorial (T) model. Generally, the subjects without practical involve L+T model wherever necessary. The pedagogical practices determine the learning experiences and their outcomes that are provided to students– thus directly influencing learning outcomes. The assessment methods shall be scientific and will test the application of knowledge. At the end of the course, the students will be well-versed both in oral and written communication. They study cutting edge issues related to language and literature in all the respective courses prescribed by the expert committee. The wide range of topics and components help students to gain the learning outcomes effectively. The entire course structure tries to fulfill the needs of NEP 2020 having contemporary relevance and develop critical and creative thinking. Course outcomes promote a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills

PROGRAM STRUCTURE

Inputs for the Revisions to be made in the UG Curriculum - Prepared and circulated by Dr Ashok A D'Souza, Chairman, 'NEP 2020 Implementation Committee', RCUB on 16.10.2021.

Appendix A

A1. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with Economics as Major and History as Minor (subjects without practical)

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	History C1(3), C2(3) Economics C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	History C3(3), C4(3) Economics C3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equivalent to a minimum of 48 credits)								
III	History C5(3), C6(3) Economics C5(3) C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: Artificial Intelligence or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
IV	History C7(3), C8(3) Economics C7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with Major and Minor								
V	History C9(4) Economics C9(4) Economics C10(4)	Economics E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	22
VI	History C10(4) Economics C11(4) Economics C12(4)	Economics E-2 (3) Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	24
Exit option with Bachelor of Arts Degree, B.A. (with the completion of courses equal to a minimum of 140 credits) or continue studies with the Major								
VII	Economics C13(4) Economics C14(4) Economics C15(4)	Economics E-3 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	Economics C16(3) Economics C17(3) Economics C18(3)	Economics E-4 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons.) in Economics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

A2. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with both Economics and History as Majors subjects without practical, in the 3rd year of the Programme

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)		Value based (Credits) (L+T+P)	
I	History C1(3), C2(3) Economics C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	History C3(3), C4(3) Economics C3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
III	History C5(3), C6(3) Economics C5(3) C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: AI or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	History C7(3), C8(3) Economics C7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with both the subjects as Majors								
V	History C9(4), C10(4) Economics C9(4), Economics C10(4)	Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
VI	History C11(4), C12(4) Economics C11(4), Economics C12(4)	Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit with Bachelor of Arts Degree, B.A. in History and Economics (with the completion of courses equal to a minimum of 140 credits) or continue studies								
VII	History C13(4) History C14(4) History C15(4)	History E-1 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	History C16(3) History C17(3) History C18(3)	History E-2 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons.) in History (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

A3. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with Economics as Major (subject without practical) and Physics as Minor (subject with practical) in the 3rd year of the Programme

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total credits	
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)			
I	Economics C1(3), C2(3) Physics C1(4+2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Economics C3(3), C4(3) Physics C2(4+2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
III	Economics C5(3), C6(3) Physics C 3(4+2)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: AI or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	Economics C7(3), C8(3) Physics C4(4+2)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with major and minor								
V	Economics C9(4), Economics C10(4) Physics C 5(3+2),	Economics, E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
VI	Economics C11(4), Economics C12(4) Physics C 6(3+2),	Economics, E-2 (3) Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Bachelor of Arts, B.A Basic Degree (with the completion of courses equal to a minimum of 140 credits) or continue studies with the Major								
VII	Economics C13(4) Economics C14(4) Economics C15(4)	Economics, E-3 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	Economics C16(3) Economics C17(3) Economics C18(3)	Economics, E-4 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons), in Economics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

B3. Model Programme Structure for Bachelor of Science (Basic/Hons.) Programme with Physics as Major (subject with practical) and English as Minor (subject without practical), in the 3rd year of the programme

Sem.	Discipline Core (DSC) (Credits)	Discipline Elective (DSE) / Open Elective (OE) (Credits)	Ability Enhancement Compulsory Courses (AECC) - Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	Physics C1(4+2) English C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Physics C2(4+2) English C 3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
III	Physics C3(4+2) English C5(3), C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: AI or some other SEC(2)(1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	Physics C4(4+2) English C 7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Science (with the completion of courses equal to a minimum of 96 credits) or continue studies with Physics as Major								
V	Physics C5(3+2), Physics C6(3+2) English C9(4)	Physics, E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
VI	Physics C7(3+2), Physics C8(3+2) English C10(4)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
Exit option with Bachelor of Science Degree, B. Sc. (with the completion of courses equal to a minimum of 140 credits) or continue studies								
VII	Physics C9(3+2), Physics C10(3+2) Physics C11(3)	Physics, E-2 (3) Physics, E-3 (3) Res. Methodology (3)						22
VIII	Physics C12(3), Physics C13(3), Physics C14(3)	Physics, E-4 (3) Physics, E-5 (3) Research Project (6)*						21
Award of Bachelor of Science Degree with Honours, B.Sc. (Hons) in Physics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

COURSE STRUCTURE

SEMESTER – I							
Sl. No.	Course Code	Title of the Course	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
					SEE	CIE	
1	ENGDSKA1	Introduction to Literature	3+0+0	3	60	40	100
2	ENGDSKA2	Indian Writing in English Part- I	3+0+0	3	60	40	100
3	ENGOE01	Functional English, Grammar and Study Skills	3+0+0	3	60	40	100
4	BAENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100
5	BSCENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100
6	BCOMENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100

SEMESTER – II

Sl. No.	Course Code	Title of the Course	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
					SEE	CIE	
1	ENGDSCA3	Introduction to Phonetics and Linguistics	3+0+0	3	60	40	100
2	ENGDSCA4	Indian Writing in English Part – II (Post-Independence)	3+0+0	3	60	40	100
3	ENGOE02	Critical Thinking	3+0+0	3	60	40	100
4	BAENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100
5	BSCENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100
6	BCOMENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100

PEDAGOGY:

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use

of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour.

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- c) Classroom pedagogy should focus on the ‘how’ of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practical to enable students get relevant hands-on experiences.
- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student. Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

PROGRAM ARTICULATION MATRIX

This matrix lists only for the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc.

SEM	Name of the Course: DSC	Program outcomes that the course addresses (not more than 3 per course)	Pre Requisite	Pedagogy	Assessment
	Introduction to Literature ENGDSCA1	1.able to define, discuss and analyze literary terms and concepts of literature and its works 2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects. 3. Compare works of literature in terms of theme, structure, and use of literary devices	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA

I	Indian Writing in English Part 1 ENGDS CA2	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA
II	Introduction to Phonetics and Linguistics ENGDS CA3	1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts 3.	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA
	Indian Writing in English Part II Post Independent Period ENGDS CA4	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA

CONTINUOUS FORMATIVE EVALUATION/ INTERNAL ASSESSMENT:

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40 : 60 for IA and Semester End theory examinations respectively and 50 : 50 for IA and Semester End practical examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks.

EVALUATION PROCESS OF IA MARKS SHALL BE AS FOLLOWS:

a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the

course/s and within 45 working days of semester program.

b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.

c) During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.

e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% Marks	10%
Total	20% marks	20% marks	40%

- For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance. (the ratio is 50%: 50%)
- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

COURSE ARTICULATION MATRIX

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE 1	OE 2	SEC SB	SEC VB
Disciplinary Knowledge	✓	✓					✓	✓	✓	✓
Communication Skills	✓	✓					✓	✓	✓	✓
Critical Thinking	✓	✓					✓	✓	✓	✓
Problem Solving	✓	✓					✓	✓	✓	✓
Analytical Reasoning	✓	✓					✓	✓	✓	✓
Cooperation and Team Work	✓	✓					✓	✓	✓	✓
Reflective Thinking	✓	✓					✓	✓	✓	✓
Self-motivated Learning	✓	✓					✓	✓		
Diversity Management and Inclusive Approach	✓	✓					✓	✓	✓	
Moral and Ethical Awareness/Reasoning	✓	✓					✓	✓	✓	
Lifelong Learning	✓	✓					✓	✓	✓	✓

COURSE WISE STRUCTURE

Semester I

Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/ Bachelor of Social Works, B.S.W.
(Subjects without practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BAENGAECL2-1 Course Title: Generic English - I	Credits	3
Sem.	I		Hours	4
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one's experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 			
Unit No.	Course Content	Suggested Pedagogy	60 Hours	
Unit I	1. Spoken English and Broken English - G. B. Shaw 2. The Curd Seller – Masti Venkatesh Iyengar 3. The Night Train at Deoli – Ruskin Bond	Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. Where the Mind is without Fear - Rabindranath Tagore 2. True Love - William Shakespeare 3. Don't Quit - Edgar Albert Guest	Lectures Tutorials Group Discussion	9 hrs	
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a task,	Lectures Tutorials Group Discussion Role Play	16 hrs	

Unit IV	<ol style="list-style-type: none"> 1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh. Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation. 	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017 		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

**Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/ Bachelor of Social Works, B.S.W.
(Subjects without practical/One subject without practical and one subject with practical)**

Year	2021	Course Code: BAENGAECL2-2		Credits	3
Sem.	II			Course Title: Generic English – II	
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one’s experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 				
Unit No.	Course Content		Suggested Pedagogy		60 Hours
Unit I	<ol style="list-style-type: none"> 1. The Challenge of Everest – H. P. S. Ahluwalia 2. Zero Budget Natural Farming - Shibu 3. Milka Singh: The Flying Sikh – Sonia Sanwalka 		Lectures Tutorials Group Discussion		15 hrs
Unit II	<ol style="list-style-type: none"> 1. Still I Rise - Maya Angelou 2. The Quality of Mercy – William Shakespeare 3. Good-bye Party for Miss Pushpa T.S. – Nissim Ezekiel 		Lectures Tutorials Group Discussion		9 hrs
Unit III	<ol style="list-style-type: none"> 1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words. 3. Reading passages on Specific fields for Vocabulary building. 4. Barriers for effective listening 1hr Chapter 		Lectures Tutorials Group Discussion Role Play		16 hrs

	<p>5. Types of Listening 6. Techniques to improve listening skills. 7. Listening Activities - listening to pre-recorded audios & movies.</p>		
Unit IV	<p>1. Reported Speech 2. Dialogue writing 3. Verbal Communication and Non-verbal communication 4. Summarizing 5. Speech Writing 6. Essay Writing 7. Translation Kannada into English and English into Kannada 8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs. (a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada</p>	<p>Lectures Tutorials Group Discussion</p>	20 hrs
Recommended Learning Resources			
Print Resources	<p>1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017 7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson 8. Geoffrey Leech. English Grammar for Today, Palgrave 9. Prasad P. The Functional Aspects of Communicative Skills.</p>		
Digital Resources	<p>http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers. https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/</p>		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester I

Bachelor of Science (Basic/Hons) Programme/ Bachelor of Home Science Programme/ Degree in Fashion and Apparel Design/ Interior Design and Decoration/ Bachelor of Science in Clinical Nutrition (Basic/Hons.) with Clinical Nutrition / Bachelor of Computer Applications (Basic/Hons.) with Computer Applications .
(Both Subjects with practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BSCENGAECL2-1		Credits	3
Sem.	I	Course Title: Generic English – I		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one's experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 				
Unit No.	Course Content			Suggested Pedagogy	60 Hours
Unit I	<ol style="list-style-type: none"> 1. Water the Elixir of life – C. V. Raman 2. Spoken English and Broken English - G. B. Shaw 3. Tiger in the Tunnel - Ruskin Bond 			Lectures Tutorials Group Discussion	15 hrs
Unit II	<ol style="list-style-type: none"> 1. Vachana 820 (Speaking of Shiva) by A. K. Ramanujan 2. To India My Native Land – Henry Derozio 3. The Road not Taken by Robert Frost 			Lectures Tutorials Group Discussion	9 hrs
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a			Lectures Tutorials	16 hrs

	task,	Group Discussion Role Play	
Unit IV	1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation.	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

Bachelor of Science (Basic/Hons) Programme/ Bachelor of Home Science Programme/ Degree in Fashion and Apparel Design/ Interior Design and Decoration/ Bachelor of Science in Clinical Nutrition (Basic/Hons.) with Clinical Nutrition / Bachelor of Computer Applications (Basic/Hons.) with Computer Applications .

(Both Subjects with practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BSCENGAECL2-2		Credits	3
Sem.	II	Course Title: Generic English – II		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one's experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 				
Unit No.	Course Content			Suggested Pedagogy	60 Hours
Unit I	<ol style="list-style-type: none"> 1 Zero Budget Natural Farming by Shibu 2. Milka Singh: The Flying Sikh – Sonia Sanwalka 3. On Saying Please - A. G. Gardinar 			Lectures Tutorials Group Discussion	15 hrs
Unit II	<ol style="list-style-type: none"> 1. A Prayer for My Daughter – W. B. Yeats 2. Still I Rise - Maya Angelou 3. How did you Die? - Edmund Vance Cooke 			Lectures Tutorials Group Discussion	9 hrs
Unit III	<ol style="list-style-type: none"> 1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words. 			Lectures Tutorials Group Discussion	16 hrs

	<p>3. Reading passages on Specific fields for Vocabulary building.</p> <p>4. Barriers for effective listening 1hr Chapter</p> <p>5. Types of Listening</p> <p>6. Techniques to improve listening skills.</p> <p>7. Listening Activities - listening to pre-recorded audios & movies</p>	Role Play	
Unit IV	<p>1. Reported Speech</p> <p>2. Dialogue writing</p> <p>3. Verbal Communication and Non-verbal communication</p> <p>4. Summarizing</p> <p>5. Speech Writing</p> <p>6. Essay Writing</p> <p>7. Translation Kannada into English and English into Kannada</p> <p>8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs. (a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada</p>	<p>Lectures</p> <p>Tutorials</p> <p>Group Discussion</p>	20 hrs
Recommended Learning Resources			
Print Resources	<p>1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</p> <p>5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016.</p> <p>6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</p> <p>7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson</p> <p>8. Geoffrey Leech. English Grammar for Today, Palgrave</p> <p>9. Prasad P. The Functional Aspects of Communicative Skills.</p> <p>10. Leena Sen. Communication Skills, Princeton Hall 5. Vandana Singh. The Written Word, OUP</p>		

Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers. https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/
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Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	1 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester I

Bachelor of Business Administration, B.B.A. (Basic/Hons.) / Bachelor of Commerce, B.Com.(Basic/Hons.) with Business Administration /Commerce as Programme Core

Bachelor of Hotel Management with Hotel Management as Programme Core Subject with Practical

Year	2021	Course Code: BCOMENGAECL2-1		Credits	3
Sem.	I	Course Title: Generic English – I		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one’s experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 				
Unit No.	Course Content			Suggested Pedagogy	60 Hours
Unit I	<ol style="list-style-type: none"> 1. Ritesh Agarwal – Karan 2. My Lost Doller – Stephen Leacock 3. How Economic Growth has Become Anti-Life - Vandana Shiva 			Lectures Tutorials Group Discussion	15 hrs
Unit II	<ol style="list-style-type: none"> 1. Vachana 820 (Speaking of Shiva) by A. K. Ramanujan 2. Punishment in Kindergarten - Kamala Das 3. On Killing a Tree - Gieve Patel 			Lectures Tutorials Group Discussion	9 hrs
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a task,			Lectures Tutorials Group Discussion Role Play	16 hrs

Unit IV	<ol style="list-style-type: none"> 1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation. 	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017 		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

Bachelor of Business Administration, B.B.A. (Basic/Hons.) / Bachelor of Commerce, B.Com.(Basic/Hons.) with Business Administration /Commerce as Programme Core
Bachelor of Hotel Management with Hotel Management as Programme Core Subject with Practical

Year	2021	Course Code: BCOMENGAECL2-2 Course Title: Generic English – II	Credits	3
Sem.	I		Hours	
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 3. Obtain the knowledge of literary devices and genres. 4. Acquire the skills of creativity to express one’s experiences. 5. Know how to use digital learning tools. 6. Be aware of their social responsibilities. 7. Develop the critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values 			
Unit No.	Course Content		Suggested Pedagogy	60 Hours
Unit I	1 A Room 10X8 – K. S. Duggal 2. Spoken English and Broken English – G. B. Shaw 3. A Heart Breaking Recount of Dr. APJ Abdul Kalam’s Last Moments - Srijan Pal Singh		Lectures Tutorials Group Discussion	15 hrs
Unit II	1. The Diameter of the Bomb - Yehuda Amichai 2. I Am Not That Woman - Kishwar Naheed 3. Freedom - Jayanta Mahapatra		Lectures Tutorials Group Discussion	9 hrs
Unit III	1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms,		Lectures Tutorials	16 hrs

	<p>homophones, suffixes, prefixes, collocations, often confused words.</p> <p>3. Reading passages on Specific fields for Vocabulary building.</p> <p>4. Barriers for effective listening 1hr Chapter</p> <p>5. Types of Listening</p> <p>6. Techniques to improve listening skills.</p> <p>7. Listening Activities - listening to pre-recorded audios & movies</p>	<p>Group Discussion</p> <p>Role Play</p>	
Unit IV	<p>1. Reported Speech</p> <p>2. Dialogue writing</p> <p>3. Verbal Communication and Non-verbal communication</p> <p>4. Summarizing</p> <p>5. Speech Writing</p> <p>6. Essay Writing</p> <p>7. Translation Kannada into English and English into Kannada</p> <p>8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs.</p> <p>(a) Paragraph Translations from Kannada to English</p> <p>(b) Paragraph Translations from English to Kannada</p>	<p>Lectures</p> <p>Tutorials</p> <p>Group Discussion</p>	20 hrs
Recommended Learning Resources			
Print Resources	<p>1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</p> <p>5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016.</p> <p>6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</p> <p>7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson</p> <p>8. Geoffrey Leech. English Grammar for Today, Palgrave</p> <p>9. Prasad P. The Functional Aspects of Communicative Skills.</p>		

Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers. https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/
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Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

OPEN ELECTIVE 1

Year	2021	Course Code: ENGOE01	Credits	3
Sem.	I	Course Title: Functional English, Grammar and Study Skills	Hours	3
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Acquire the skills of creativity to express one's experiences. 3. Develop the critical thinking skills. 4. Become employable with requisite professional skills and values 			
Unit No.	Course Content		Suggested Pedagogy	60 Hours
Unit I	<p>Functional English Grammar</p> <ol style="list-style-type: none"> 1. Grammar of Spoken and Written English 2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C) 3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases 4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses 5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses 		<p>Lectures Tutorials Group Discussion</p>	20 hrs
Unit II	<p>Writing Skills</p> <ol style="list-style-type: none"> 1. Writing as a Skill – Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph 2. Functional Uses of Writing: Personal, Academic and Business 3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft 4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email 		<p>Lectures Tutorials Group Discussion</p>	20 hrs
Unit III	<ol style="list-style-type: none"> 1. Meaning and Process of Reading 		<p>Lectures</p>	20 hrs

	2. Strategies and methods to Improve Reading Skill 3. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading	Tutorials Group Discussion Role Play	
Recommended Learning Resources			
Print Resources	1 Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson 2. Geoffrey Leech. English Grammar for Today, Palgrave 3. Prasad P. The Functional Aspects of Communicative Skills. 4. Leena Sen. Communication Skills, Princeton Hall 5. Vandana Singh. The Written Word, OUP		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

1. Very Short Answer Questions on all sections	10x2 = 20 Marks
2. Four Short Notes on all sections	4x5 = 20 Marks
3. Close Test	10x1 = 10 Marks
4. Short notes(Questions on dialogue and expansion of an idea)	2x5 = 10 Marks
Total:	60

OPEN ELECTIVE 2

Year	2021	Course Code: ENGOE02 Course Title: Critical Thinking	Credits	3
Sem.	II		Hours	3
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand issues about the nature and techniques of critical thought 2. View as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. 3. Explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how could be otherwise. 3. Translate what is learned into strategies, materials, and interventions for use in own educational and professional settings 			
Unit No.	Course Content		Suggested Pedagogy	60 Hours
Unit I	Introduction to Critical Thinking 1. Definition and nature of critical thinking 2. Why critical thinking is important? 3. Benjamin Bloom's thinking skills and thinking triangle 4. Higher order thinking skills		Lectures Tutorials Group Discussion	20 hrs
Unit II	1. Reading with a critical eye 2. The Enquiry cycle 3. Argument and nature of argument 4. Elements of Argument, flawed argument, Process of argument, evaluate an argument and Taking notes critically		Lectures Tutorials Group Discussion	20 hrs
Unit III	1. Writing with a critical voice 2. Structuring devices in writing 3. Link and signpost 4. A process for getting critical thinking into your writing, critical thinking and etiquette and thinking for yourself		Lectures Tutorials Group Discussion Role Play	20 hrs
Recommended Learning Resources				
Print	1. Bloom, B.S. (ed.) (1956) Taxonomy of Educational Objectives. Handbook 1, Cognitive Domain, London, Longman.			

Resources	<p>2. Booth, W., Colomb, G.G., Williams, J.M. (1995) 'Making good arguments: an overview', in The Craft of Research, The University of Chicago Press, London.</p> <p>3. Furedi, F. (1998) Culture of Fear: Risk-taking and the Morality of Low Expectation, London, Cassell. NSPCC (2006)</p> <p>4. Smith, B. and Goldblatt, D. (2004) 'Whose health is it anyway?' in Hinchliffe, S. and Woodward, K., The Natural and the Social: Uncertainty, Risk, Change (2nd edn) Rutledge/The Open University, Milton Keynes.</p> <p>5. Toulmin, S. (1958) The Uses of Argument, Cambridge University Press, Cambridge.</p>
Digital Resources	<p>https://www.researchgate.net/publication/301286584_With_Good_Reason_A_Guide_to_Critical_Thinking</p> <p>http://www.ergen.gr/images/Smart_Thinking_Skills.pdf</p> <p>https://www.criticalthinking.org/data/pages/55/e003d59eabfff337e0d0dbdec054ab0951352cf133f63.pdf</p>

Question Paper Pattern

1. Short Answer Questions on all sections	10x2 = 20 Marks
2. Short Notes on all sections	4x5 = 20 Marks
3. Short notes	4x5 = 20 Marks
Total:	60

Semester I BA (Basic/Honours) (Paper I)

Year	2021	Course Code: ENGDSCA1		Credits	3
Sem.	I	Course Title: Introduction to Literature		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations. 2. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature. 3. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects. 4. Compare works of literature in terms of theme, structure, and use of literary devices 5. Gain an understanding of the concepts of literature 6. Appreciate literary form and structure in shaping a text's meaning 				
Unit No.	Course Content			Suggested Pedagogy	42 Hours
Unit I	Introduction to Literature What is Literature? Literature and society Literature and Culture Literature and Science			Lectures Seminars Group Discussion	14 hrs
Unit II	Literary Forms Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic Drama: Comedy, Tragedy, Tragic-comedy, One-act-play Prose: Novel, Novella, Short Story, Essay, Biography, autobiography			Lectures Seminars Group Discussion	14 hrs
Unit III	Literary Terms Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character, Setting,			Lectures Seminars Group Discussion	14 hrs

	Narrative Technique, Farce, Simile, Metaphor, Personification, Hyperbole, Satire, Prologue, Epilogue, Expressionism, Metre and Metrical Devices, Narratology, Canon, Onomatopoeia, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allusion		
Recommended Learning Resources			
Print Resources	References 1. Glossary Literary Terms by M H Abrams 2. Hudson, William Henry; An Introduction to the Study of Literature New Delhi Atlantic 2007 3. Baldick, Chris. The Oxford Dictionary of Literary Terms. OUP, 2001. 2. Bate, Jonathan. English Literature: A Very Short Introduction. OUP. 4. Benett, Andrew. An Introduction to Literature, Criticism and Theory. Routledge. 5. Eagleton, Terry. How to Read Literature. Yale University Press. 6. Eaglestone, Robert. Doing English; A Guide for Literature Students. Routledge, 2000. Gopal, Priyamvada. The Indian English Novel; Nation History, and Narration. 7. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi Atlantic, 2007. 8. Mehrotra, Arvind, Ed; An Illustrated History of Indian Literature in English. Orient Blackswan, 2005 9. Ousby, Iain. Ed; The Cambridge Guide to Literature in English, Cambridge University Press. 1983 10. The McGraw-Hill. Introduction to Literature		

Question Paper Pattern

I.	Ten Objective questions on Unit I	05x01=05
II	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short Notes on Unit I (2 out of 1)	05X01=05
IV.	Short notes on Unit II (4out of 6)	04x05=20
V.	Two marks questions on Unit III (10 out of 12)	02x10=20
Total		60

Semester I BA (Basic/Honours) (Paper II)

Year	2021	Course Code: ENGDSCA2		Credits	3
Sem.	I	Course Title: Indian Writing in English - I		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations. 2. trace and understand the development of Indian English Literature 3. Compare works of literature in terms of theme, structure, and use of literary devices 4. appreciate literary form and structure in shaping a text's meaning 				
Unit No.	Course Content			Suggested Pedagogy	42 Hours
Unit I	1. The Nature and Scope of Indian English Literature 2. Pre-Independence Indian English Poetry, Prose, Drama and Novel 3. Introducing authors/texts from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Mahatma Gandhi, Dr B R Ambedkar, Rabindranath Tagore, Sarojini Naidu Henry Derozio, Dean Mahomet			Lectures Seminars Group Discussion	14 hrs
Unit II	Pre independence fiction: 1. Development of Indian English Fiction 2. Raja Rao's Kanthapura			Lectures Seminars Group Discussion	14 hrs
Unit III	Indian English Poetry, Short Stories and Essays Select Poems: 1. Toru Dutt - Our Casuarina Tree 2. A. K. Ramanujan – River Select Stories 1. Rabindranath Tagore - My Lord the Baby 2. R. K. Narayan, - A Horse and Two Goats			Lectures Seminars Group Discussion	14 hrs

	Select Essays 1. M. K. Gandhi -The Great Sentinel 2. Swami Vivekanand - Chicago Address		
Recommended Learning Resources			
Print Resources	References 1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992. 2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984. 3. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013. 4. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984. 5. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993 6. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. 7. Narasimhiah C D ed Makers of Indian English Literature, Delhi Pencraft International 2000 8. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald.1984 9. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.		

Question Paper Pattern

I.	Ten Objective questions on Unit I and II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Essay type question on Unit II (1 out of 2)	01x10=10
IV.	Short notes on Unit I and II (2out of 4)	02x05=10
V.	Essay type question on Unit III (1 out of 2)	01x10=10
VI.	Short notes on Unit III (2out of 4)	02x05=10
Total		60

Semester II BA (Basic/Honours) (Paper I)

Year	2021	Course Code: ENGDSCA3		Credits	3
Sem.	II	Course Title: Introduction to Phonetics and Linguistics		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 30		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts				
Unit No.	Course Content			Suggested Pedagogy	42 Hours
Unit I	Introduction to Linguistics 1. Language- its nature, definitions, characteristic features 2 Linguistics – Definitions, Scope 3 Branches of Linguistics			Lectures Seminars Group Discussion	14 hrs
Unit II	Phonetics and Phonology 1. Speech Mechanism, Organs of Speech, 2. Production of Speech Sounds, Classification of Speech Sounds vowels and consonants, Transcription of words, Word stress, Phonemics-phone, allophone, phoneme			Lectures Seminars Group Discussion	14 hrs
Unit III	Morphology, Syntax and Semantics and Lexicon 1. Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words. Allomorph – morpheme 2. Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses 3. Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes			Lectures Seminars Group Discussion	14 hrs
Recommended Learning Resources					
Print	References				

Resources	<ol style="list-style-type: none"> 1. Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000). 2. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell. 3. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994). 4. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell,2010). 5. Booij, G E. The Grammr of Words: An Introduction to Linguistic Morphology. (Oxford: OUP, 2007). 6. Catford, J. C. A Practical Introduction to Phonetics. (Oxford: Oxford University Press, 1988). 7. Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University Press, 1999). 8. Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge: Blackwell. 9. Goldsmith, J. (ed). Phonological Theory: The Essential Readings. (Cambridge: Blackwell, 1999). 10. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994). 11. Saeed, John I. Semantics (2nd ed). (Oxford: Basil Blackwel, 2003)
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Question Paper Pattern

I.	Ten Objective questions on Unit I & Unit II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short notes on Unit II (2out of 4)	02x05=10
IV.	Transcription of words	10x01=10
V.	Word stress	10x01=10
VI.	Short notes on Unit III (2out of 4)	02x05=10
Total		60

Semester II BA (Basic/Honours) (Paper II)

Year	2021	Course Code: ENGDSCA4		Credits	3
Sem.	II	Course Title: Indian Writing in English – II		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors 				
Unit No.	Course Content			Suggested Pedagogy	42 Hours
Unit I	<p>History of Indian English Literature</p> <ol style="list-style-type: none"> 1. Post-Independence (1947-1980) Indian English Poetry, Prose, 2. Post-Independence (1947-1980) Indian English drama and Novel 3. Post-1980s Indian English literature 			Lectures Seminars Group Discussion	14 hrs
Unit II	<p>Introducing writers of the post independence era</p> <p>Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale.</p> <p>Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc</p>			Lectures Seminars Group Discussion	14 hrs
Unit III	<p>Illustrative Texts</p> <p>Poetry</p> <ol style="list-style-type: none"> 1. Syed Amanuddin - Don't Call Me Indo-Anglian 2. Kamala Das - An Introduction 3. A. K. Ramanujan - Small Scale Reflections on a Great House 4. Nissim Ezekiel - Good Bye Party to Miss Pushpa T S 			Lectures Seminars Group Discussion	14 hrs

	<p>Novel Kushwant Singh's Train To Pakistan</p> <p>Short Play Mahesh Dattani's Seven Steps Around the Fire (Stage Play)</p>		
Recommended Learning Resources			
Print Resources	<p>References</p> <ol style="list-style-type: none"> 1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992. 2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984. 3. Kushwant Singh's Train To Pakistan 4. A short Play: Mahesh Dattani's Seven Steps Around the Fire (Stage Play) References: 5. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987 6. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman 1992. 7. Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995. 8. Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002. 9. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006. 10. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993 11. Mukherji, Meenakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. 12. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India. 		

Question Paper Pattern

I.	Ten Objective questions on Unit I	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Acquaintances (4 out of 6)	04x05=20
IV.	Essay type question on Unit III (1 out of 2)	01x10=10
V.	Short notes on Unit III (2 out of 4)	02x05=10
Total		60

Board of Studies: English (UG)

01	Prof. Vijay Nagannawar Department of Studies in English, Rani Chanamma University, Belagavi.	Chairman
02	Smt. Asha Kattimani Department of English, JSS College, Gokak.	Member
03	Smt. Vijayalakshmi Tirlapur Department of English, Maratha Mandal College, Belagavi.	Member
04	Dr. M. M. Hurali Department of English, KLE's B. K. College, Chikodi.	Subject Expert
05	Dr. S. B. Biradar Department of English, SVM College, Ilkal.	Subject Expert