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BENGALURU CENTRAL UNIVERSITY

SYLLABUS FOR B.A(Language ENGLISH)

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2019-2020 onwards

OBJECTIVES OF THE B.A STREAM SYLLABUS

- 1.To reinforce the knowledge of basic grammar.
- 2.To improve the competencies of correct expression.
3. To introduce various genres like stories, essays, poems, plays and novellas.
- 4 To acquaint students with film scripts.
- 5.To motivate students to attempt creative writing.
- 6.To train students to improve their spoken English and presentation skills.
- 7.To teach writing film/drama review.

I SEMESTER B.A (LITERARY TEXTS)

40 Marks

1. A) Akkamahadevi's vachana
B) Satyakka's vachana
2. 'Nine Gold Medals' (Story)– David Roth
3. 'Hanchi' (Folk Tale) -A.K. Ramanujan
4. 'A White Heron' (On Ecology) – Sarah Jewett
5. 'The Last Song' (Story) – TemsulaAo
6. 'Bholi' (On girls' education) – Abbas
7. Chicago Speech by Swami Vivekananda
8. 'All Summer in a Day' (Scientific fiction) – Ray Douglas Bradbury

GRAMMAR COMPONENTS:

30 Marks

1. Articles (3 marks)
2. Prepositions (2 marks)
3. Conjunctions (3 marks)
4. Parts of Speech (4 marks)
5. Kinds of Sentences (3 marks)
6. Tenses (3 marks)
7. Question tags (3 marks)
8. Homophones (3 marks)
9. Homonyms (3 marks)
10. Leaving a Message / Writing to Suggestion Box (3 Marks)

II SEMESTER B.A.(LITERARY TEXTS)

40 Marks

1. 'Shut Down the Shop'(Poem) – Nissar Ahmed
2. 'Give All to Love' (Poem)– Ralph Waldo Emerson
3. 'The Little Girl at the Window' (A Japanese humorous story)-Tetsuko Kuroyanagi
4. 'A Face in the Dark'(Short short) – Ruskin Bond
5. 'Mrs. Datta Writes a Letter'(On diaspora) – Chitra.B.Divakaruni
6. 'The Fly'(Story) – Katherine Mansfield
7. 'The Good, the Bad and the In Between'(On Social Media)
8. 'Amigo Brothers' Story' (Story)-Piri Thomas

GRAMMAR COMPONENTS:

30 Marks

1. Phrases (3 marks)
2. Phrasal verbs (3 marks)
3. Clauses (3 marks)
4. Verbs: Primary and Auxiliary (3 marks)
5. Letters of Complaint (5 marks)
 - BBMP
 - KPTCL
 - BSNL
6. Dialogue to Narration(5 marks)
7. Passive Voice(3 marks)
8. Paraphrasing(5 marks)

QUESTION PAPER PATTERN:

40 Marks

I SEMESTER: ALLOTTMENT OF MARKS (ON TEXT)

- | | |
|-----------------------------------------------------------|---------|
| 1) Answer any FIVE of the following in a sentence or two: | 2X5=10 |
| 2) Answer any FOUR of the following in a paragraph each: | 5X4 =20 |
| 3) Answer any ONE of the following in a page and a half: | 10X1=10 |

GRAMMAR COMPONENTS:

30 Marks

1. Articles (3 marks)
2. Prepositions (2 marks)
3. Conjunctions (3 marks)
4. Parts of Speech (4 marks)
5. Kinds of Sentences (3 marks)
6. Tenses (3 marks)
7. Question tags (3 marks)
8. Homophones (3 marks)
9. Homonyms (3 marks)
10. Leaving a Message / Writing to Suggestion Box (3 Marks)

QUESTION PAPER PATTERN

II SEMESTER: ALLOTTMENT OF MARKS

- | | |
|-----------------------------------------------------------|---------|
| 1) Answer any FIVE of the following in a sentence or two: | 2X5=10 |
| 2) Answer any FOUR of the following in a paragraph each: | 5X4 =20 |
| 3) Answer any ONE of the following in a page and a half: | 10X1=10 |

GRAMMAR COMPONENTS:

30 Marks

1. Phrases (3 marks)
2. Phrasal verbs (3 marks)
3. Clauses (3 marks)
4. Verbs: Primary and Auxiliary (3 marks)
5. Letters of Complaint (5 marks)
 - BBMP
 - KPTCL
 - BSNL
6. Dialogue to Narration(5 marks)
7. Passive Voice(3 marks)
8. Paraphrasing(5 marks)



BENGALURU CENTRAL UNIVERSITY

SYLLABUS FOR B.Com(Language ENGLISH)

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2019-2020 onwards

Objectives:

1. To develop Communicative Skills in the students.
2. To hone their language skills to meet up with the demand of the real life situations.
3. To facilitate the acquisition of the skills of interpretation and appreciation of texts.
4. To sensitize the students to the study of literature.
5. To cultivate an analytical bent of mind and critical thinking.
6. To help them acquire the most essential job skills.
7. To inculcate social concern and social responsibility in students.
8. To broaden their horizon of human pursuits.

Syllabus designed for 45 hrs per Semester.

Course Book includes 2 parts: A- Literature- 25hrs- 40 marks

B- Language-20hrs- 30 marks

Written paper - 70 marks

Internal marks - 30 marks

Total - 100 marks.

Themes :

- Human values
- Social responsibility
- Environment
- Gender Discrimination and Resistance
- Consumerism and Materialistic Culture
- Entrepreneurship
- Globalization
- Art and Entertainment

Proposed Syllabus for I B.Com - I Semester, BCU.

I B.Com: I Semester

Course Book:

1. African Short Story – Marriage Is a Private Affair by Chinua Achebe.
2. Indian Short Story – Acceptance by Bhaswar Mukherjee.
3. Short story – A Service of Love by O. Henry.
4. Pakistani Poetry – We Sinful Women by Kishwar Naheed
5. Poetry– Will - by Ella Wheeler Wilcox.
6. Sonnet -106 by William Shakespeare
7. Essay –The Sporting Spirit by George Orwell
8. Essay –Towards A Competitive Nation by Abdul Kalam (Autobiographical)

Work Book:

Correction of Sentences (5Marks)

Rearranging Sentences (5 Marks)

Comprehension Passages (5 Marks)

Expanding News Paper Caption (5 Marks)

Data Interpretation (5 Marks)

Idioms and Phrases (3 Marks)

Vocabulary [Round Words] (2 Marks)

Proposed Syllabus for I B.Com - II Semester, BCU.

I B.Com: II Semester

Course Book:

1. British Poetry – Endymion by John Keats
2. Indian Poetry – Freedom by Rabindranath Tagore
3. Contemporary writing--A cut above by Meena Bindra
4. Essay –Concepts of Gender
5. Indian Short Story – (to be replaced)
6. Russian Short Story – A Chameleon Anton Chekhov
7. Short Story –The Cop and the Anthem by O.Henry (Stand by)
8. Extract –My Beginnings by Kapil Dev.

Work Book:

Dialogue Writing (5Marks)

Précis Writing (5Marks)

Comprehension Passage (5 Marks)

Event Report Writing (5 Marks)

Paragraph Writing (5 Marks)

Vocabulary [Affixes- 3 Marks, Homonyms-2Marks] (5 Marks)

Proposed Question Paper Pattern
I Semester B.Com, BCU.
General English.

Time: 3 hours

Max. Marks: 70

Section A

(Course Book -40 Marks)

- I. Answer the following in two or three sentences each: [5 out of 8 Questions] $5 \times 2 = 10$
- II. Answer the following about a page each: $4 \times 5 = 20$
[4 out of 6 Questions, 1 from poetry compulsory]
- III. Answer the following in about a two pages each: [1 out of 3 Questions] $1 \times 10 = 10$

Section B

(Workbook – 30marks)

Correction of Sentences	(5Marks)
Rearranging Sentences	(5 Marks)
Comprehension Passages	(5 Marks)
Expanding News Paper Caption	(5 Marks)
Data Interpretation	(5 Marks)
Idioms and Phrases	(3 Marks)
Vocabulary [Round Words]	(2 Marks)

Proposed Question Paper Pattern

II Semester B.Com, BCU.

General English..

Time: 3 hours

Max. Marks: 70

Section A

(Course Book - 40 Marks)

- I. Answer the following in two or three sentences each: [5 out of 8 Questions] $5 \times 2 = 10$
- II. Answer the following about a page each: $4 \times 5 = 20$
[4 out of 6 Questions, 1 from poetry compulsory]
- III. Answer the following in about a two pages each: [1 out of 3 Questions] $1 \times 10 = 10$

Section B

(Workbook – 30 marks)

Dialogue Writing	(5 Marks)
Précis Writing	(5 Marks)
Comprehension Passage	(5 Marks)
Event Report Writing	(5 Marks)
Paragraph Writing	(5 Marks)
Vocabulary: Affixes 3 marks	
Homonyms 2 marks	(5 Marks)



BENGALURU CENTRAL UNIVERSITY

SYLLABUS FOR B.Sc(Language ENGLISH)

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2019-2020 onwards

SCOPE AND OBJECTIVES OF THE SYLLABUS

Profile of Target group:

- Young adult learners aged between 19-25
- Urban student & Rural student community of Bengaluru from humble & affluent backgrounds
- Stakeholders from the discipline of Science
- Considerable number of First Generation Learners of English
- Gaps in Basic Grammar & Writing Skills
- Mixed abilities in Spoken English (a large majority with no access to an English learning environment)
- Ratio of girls to boys- 50-50 approximately
- Majority with limited exposure to local /global concerns regarding Rights, Ethics, Entitlements, Civil Society etc.
- In need of job skills training & training for clearing General English papers in competitive exams

Objectives of the Syllabus:

- To Incorporate LSRW skills across the Four Semesters
- To refine Communication Skills
- To expand functional Vocabulary
- To hone Critical & Analytical skills while Reading & Writing
- To handle different registers like project report, Invites, etc.
- To prepare them for competitive exams
- To make them job ready
- To orient the young adult learner to social concerns & contexts
- To inculcate regional & global perspectives, especially non-science aspects
- To help acquire readership sensibilities & Judgment
- To provide the ability to critique textual narratives applying aesthetic principles

The aspiration is to bring to the fore all these objectives, through textual engagement. By providing a constructive platform for discourse, the committee hopes to provoke learners to negotiate their contexts, ideas and realities in a proactive and constructive manner. By the end of two years they should be comfortable with the use of English as a language for communication. Further, it is hoped that they would also use it as a tool for building perspectives, honing mental acumen, developing aesthetic skills and expressing human concerns.

B. Sc-I Semester-Language English

Module-1- GRAMMAR & COMMUNICATION SKILLS

30 Marks

Sl. No	Component	Teaching Hours	Marks Allocated	Objectives
A.	Revisiting Grammar			
1	Tenses	06	05	LSRW through the Semester To reinforce use of Tenses Forms of Be, Do, Have as primary verbs & and secondary auxiliaries
2	Articles	01	02	Thrust on Advanced Article Usage
3	Prepositions	02	02	Thrust on the most frequently used prepositions
4	Contractions	01	02	-For using in Question Tags -For introducing differences b/w Spoken & Written
5	Question Forms Yes-No(With & without auxiliary verbs) Five Ws Indirect/Polite Questions Question Tags	02	04	Focusing on Structure of sentence(Inversions, Tenses of question words, verbs etc)
	Total	12 Hours	15 marks	
B.	Writing Skills			
6	Paragraph Writing	02	05	Constructing paragraphs through use of Linkers, Conjunctions etc.
7	Note making	03 04		Reinforcing Study Skills
	Total	05 Hours	09 Marks	
C.	Communication Skills			
8	Asking questions in a conversation	01	03	To be cognizant of L1&L2 differences
	Total	01 Hour	03 Marks	
D	Vocabulary			
9	Prefixes, Suffixes, One word substitutes	02	03 (Cloze Test)	Preparation for Competitive Exams
	Total	02 Hours	03 Marks	
	Total for Module 1	20 Hours	30 Marks	

B. Sc-I Semester-Language English

MODULE-2-LITERARY COMPONENT

40 Marks

Sl. No	Title	Author	Genre	Teaching Hours	Objectives
F	Narratives of Democracy				
10.	Democracy	Langston Hughes	Poem	02	-Question of Inclusion -Demonstrates convergence of Protest, Popular Music & Poetry
11.	When Free Speech is Truly Free	Sundar Sarukkai	Article	04	Conditions of Free Speech with a focus on the responsibility of the listener
12.	The Unknown Citizen	W. H. Auden	Poem	03	-Discusses the monotony of conformity, anonymity & question of individuality -Relevant to the community based Indian milieu
13.	Farewell Speech	Barrack Obama	Speech	04	-Relevant in applying to the Indian context as a call to action - A forward looking commentary
F	Different Strokes				
14.	The Golden Dream	Poornachandra Tejaswi	Short Story	04	Perceptions of a boy vs. that of adults & its related ironies
15.	From A German War Primer	Bertolt Brecht	Long Poem	05	Understanding the value of freedom through the face of Dictatorship
16.	The Monkey's Paw	W.W. Jacobs	Short Story	03	Learning to appreciate the art of storytelling
	Supplementary	Sample Paper from Competitive Exam		26 hours	FDC Exam Paper

Internal Assessment

Attendance	Assignment	Test	Test	Total
05	05	10	10	30

Sources for Literary Component: Semester 1

Sl. No	Title	Author	Source
10.	Democracy	Langston Hughes	https://poemhunter.com
11	When Free Speech is Truly Free	Sundar Sarukkai	The Hindu; March 22, 2019
12	The Unknown Citizen	W. H. Auden	https://poemhunter.com
13.	Farewell Speech	Barrack Obama	https://www.latimes.com/politics/la-pol-obama-farewell-speech-transcript-20170110-story.html
14.	The Golden Dream	Poornachandra Tejaswi	Best of Indian Literature Series- Sahitya Akademi
15	From A German War Primer	Bertolt Brecht	https://poemhunter.com
16	The Monkey's Paw	W.W. Jacobs	https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/2259/The%20Monkeys%20Paw%20-%20text.pdf
17	Supplementary	Sample Paper from FDA	http://kpssc.kar.nic.in/fda%20general%20english.PDF

B. Sc-II Semester-Language English

Module-1- GRAMMAR & COMMUNICATION SKILLS

30 Marks

Sl. No	Component	Teaching Hours	Marks allotted	Objectives
A	Grammar			LSRSW through the Semester
1	Direct/Indirect Narrations	04	05	To familiarize speech conventions
2	Active-Passive Voice Transformation	05	05	To help identify Voice of the verb & transform it
	Total	09 Hours	10 Marks	
B	Vocabulary			
3	Correction of Errors/ Indianisms	01	02	To identify Errors in usage
4	Anagrams, Homonyms, Antonyms/Synonyms etc	02	03	To expand vocabulary To revise for competitive exams
	Total	03 Hours	05 Marks	
C	Writing Skills			
5	Writing a Precis	03 Hours	05 Marks	To inculcate clarity & brevity
D	Communication Skills			
6	Making Enquiries	01	05	To develop ease in conversations
7	Providing Instructions/Directions	01	05	To cultivate habit of speaking fluently, with clarity
	Total	02 Hours	10 Marks	
	Total	17 Hours	30 Marks	

B. Sc-II Semester-Language English

Module-2 -LITERARY CONTENT

40 Marks

Sl. No	Title	Author	Genre	Teaching Hours	Objectives
F	Narratives of Development				
8	Britain does Owe Reparations	Dr. Shashi Tharoor	Speech	05	-To dispel colonialist view of History
9	Celebrity	Brad Paisley	Lyric	03	To deglamorize showbiz through irony
10	A Question of English	Ramachandra Guha	Article	04	To explore politics of language as a constituent of Development
11	Bankers are like anybody Else Except Richer	Ogden Nash	Poem	03	To relate to the practice of banking on a lighter vein
12	On Shooting an Elephant	George Orwell	Short Story	04	To interrogate Imperialism as a facet of development (For whom?)
	Total				25 Marks
F	Different Strokes				
13.	Extract from Midsummer Night's Dream Pyramus & Thisbe	William Shakespeare	Drama Extract	04	To enjoy Humour in a context of ignorance & egotism
14	The Value of Man	Govind Jha	One Act Play	04	To explore Indian Humour of the typical rural scenario
15	Total			28 Hours	15 Marks
16	Supplementary				Bank Officers' Exams

Internal Assessment

Attendance	Assignment	Test	Test	Total
05	05	10	10	30

Sources for Literary Components: Semester 2

Sl.No	Title	Author	Source
08	Britain does Owe Reparations	Dr. Shashi Tharoor	https://www.independent.co.uk/news/uk/home-news/dr-shashi-tharoor-tells-the-oxford-union-why-britain-owes-reparations-for-colonising-india-in-viral-1040
09	Celebrity	Brad Paisley	https://www.azlyrics.com/lyrics/bradpaisley/celebrity.html
10	A Question of English	Ramachandra Guha	http://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html
11	Bankers are like anybody Else Except Richer	Ogden Nash	https://www.poemhunter.com/poem/bankers-are-just-like-anybody-else-except-richer/
12.	On Shooting an Elephant	George Orwell	https://www.latimes.com/politics/la-pol-obama-farewell-speech-transcript-20170110-story.html
	Different Strokes		https://poemhunter.com
13	Pyramus & Thisbe	William Shakespeare	https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/2259/The%20Monkeys%20Paw%20-%20text.pdf
14	The Value of man	Govind Jha	
15	Supplementary	Sample Paper from FDA	https://www.jagranjosh.com/articles/ibps-clerk-2017-paper-with-solutions-numerical-ability-1543300677-1?ref=list_art

LANGUAGE ENGLISH for BCU

Outline for Syllabus of III SEMESTER B.Sc

LITERARY COMPONENT: 40 Marks

Climate Change & Challenges to Science/Research

2 Speeches; 2 letters; 2 biographies; 1 poem

GRAMMAR COMPONENT: 30 Marks

A. Speeches Farewell, Welcome, Vote of Thanks

B. Writing: Letter Writing- Requisition, Thank you & Letter of Complaint

C. Composing an Invite

I.A 30 Marks

LANGUAGE ENGLISH for BCU

Outline for Syllabus of IV SEMESTER B.Sc

LITERARY COMPONENT: 20 Marks

Multiculturalism, Diaspora, Art

2 Sci-Fi; 2 Poems,

1 NOVELLA

20 Marks

GRAMMAR COMPONENT: 30 Marks

CV, Cover Letter

Report Writing-

Brochure-

I.A. 30 Marks

LANGUAGE ENGLISH SEMESTER I for B.Sc

QUESTION PAPER PATTERN

Section 1- GRAMMAR COMPONENT

- A. 1. Fill in the blanks with the appropriate tense forms of the verbs. (1x5=5)
(Either the primary verbs, secondary or modal auxiliaries)
2. Fill in the blanks with the appropriate articles (1x2=2)
(Paragraph for contextualization)
3. Insert the right prepositions in the following paragraph (1x2=2)
4. Introduce the appropriate contractions in the following sentences (1x2=2)
5. Frame the right questions/question tags for the following statements (1x4=4)
(Inversions, Yes/No, Wh words inclusive of tense changes)
- B. 6. Topics for a paragraph from choice of 2 (1x5=5)
7. Read the following paragraph and identify the: (1x4=4)
- a. Topic Sentence: (1mark)
- b. 2 Supporting sentences (2 marks)
- c. Concluding sentence (1 mark)
- C. 8. Provide a context for a conversation eliciting information or making polite enquiries (1x3=3)
9. Cloze Test for vocabulary (prefix, suffix) (1x2=2)
10. One word substitute through underlined words in a sentence. (1x1=1)

SECTION 2-LITERARY COMPONENT

- D. Answer any FOUR of the following questions in not more than a page each
(1 to 6) Choice of SIX (5x4=20)
- E. Answer any TWO of the following questions in not more than 2 pages each
(7-10) Choice of FOUR (10x2=20)
-

LANGUAGE ENGLISH SEMESTER II for B.Sc

QUESTION PAPER PATTERN

Section 1- GRAMMAR COMPONENT

- A. 1. Change the following from Direct to Indirect Speech (1x2=2)
2. Change the following from Indirect to Direct Speech (1x3=3)
3. Change the sentences from active to passive or passive to active as required: (1x5=5)
- B. 4. Correct the following sentences and rewrite them (1x2=2)
5. Use the following word in sentences of your own to indicate the change in meaning (Homonyms/Homophones) (1x2=2)
6. Unscramble the following words (1x1=1)
- C. 7. Write a précis for the following paragraph and provide a suitable title. (1x5=5)
- D. 8. Construct a dialogue that elicits enquiries in situations (1x5=5)
9. Provide a diagram or a context where the addressor has to provide instructions or give directions (1x5=5)

SECTION 2-LITERARY COMPONENT

- B. Answer any THREE of the following questions in not more than a page each (1 to 5) Choice of FIVE (5x3=15)
- C. Answer any ONE of the following questions in not more than 2 pages each (6-08) Choice of THREE (10x1=10)
- D. Answer any ONE of the following questions in not more than a page (9 to 11) Choice of THREE (5x1=5)
- E. Answer any ONE of the following questions in not more than 2 pages each (12-14) Choice of THREE (10x1=10)
-

LANGUAGE ENGLISH SEMESTER III for B.Sc

QUESTION PAPER PATTERN

Section 1- GRAMMAR COMPONENT

- A. Speeches Farewell , Welcome, Vote of Thanks 10
- B. Writing: Letter Writing- Requisition, Thank you & Letter of Complaint 10
- C. Composing an Invite 10

SECTION 2-LITERARY COMPONENT

- D. Answer any FOUR of the following questions in not more than a page each (1 to 6)
Choice of SIX (4x5=20)
- E. Answer any TWO of the following questions in not more than TWO pages each (1 to 4)
Choice of FOUR (2x10=20)

LANGUAGE ENGLISH SEMESTER IV for B.Sc

QUESTION PAPER PATTERN

Section 1- GRAMMAR COMPONENT

- A. CV, Cover Letter 10
- B. Report Writing 10-
- C. Brochure 10-

SECTION 2-LITERARY COMPONENT

- D. Answer any FOUR of the following questions in not more than a page each (1 to 6)
Choice of SIX (4x5= 20)
- E. Answer any TWO of the following questions in not more than a page each (7 to 11)
Choice of FIVE (2x5= 10)
- F. Answer any ONE of the following questions in not more than TWO pages (12 to 14)
Choice of THREE (2x5= 10)



BANGALORE CITY UNIVERSITY

DEPARTMENT OF ENGLISH

UG ENGLISH SYLLABUS (AS PER NEP-2020)

GENERIC ENGLISH, ENGLISH LITERATURE (BASIC/ HON'S) OPEN ELECTIVES AND COMMUNICATIVE ENGLISH

FOR THE ACADEMIC YEAR 2021-22

Proceedings of the meeting of the Board of Studies Under-Graduate English held on 25/9, 1/10 5/10/2021 at KSHEC, Central College Campus, Bengaluru-I presided over by Dr. Thandava Gowda T.N (Chairperson) in the Department of English, Bangalore City University.

A meeting of the BOS-UG-English was held on on 25/9, 1/10 5/10/2021 in the Department of English, Bangalore City University. The following members were present.

Members of the BOS

Sl. No	Name of the Members	Signature
1.	Dr. T. N. Thandava Gowda Chairman, PG Department of English, BCU	
2.	Dr. Rajaram R Associate Professor, Department of English	
3.	Dr. P. Sartaj Khan Associate Professor, Department of English	
4.	Dr. R. V Sheela Associate Professor & Head, Department of English	
5.	Dr. Anita Rao Associate Professor, Department of English	
6.	Dr. Kavita Shastri Associate Professor & Head, Department of English	
7.	Mrs. Ayesha Firdose Associate Professor, Department of English	
8.	Dr. Padmavathy Professor & Head, Department of English	
9.	Mrs. Leena Karanth A Associate Professor & Head, Department of English	
10.	Dr. Narasimharaju K Asst. Professor & Head, Department of English	
11.	Mrs. Prasanna Udipikar Associate Professor & Head, Department of English	

- I. The Board of Studies for UG English, Bangalore City University, approved the syllabi for the I and II Semesters **L2 - Generic English** under **Ability Enhancement Compulsory Courses, Languages, (AECC)**, and the textbook committee has prepared a separate syllabus for

- (1) B.A./B.S.W./ B.A.(Music) and other courses coming under

Faculty of Arts.

Coursebooks: **RESONANCE - I** and **RESONANCE - II**, Prasaranga, Bangalore Central University Press (BCU).

- (2) B.Sc./B.C. A / B.Sc. (FAD) /B.V.A and other courses coming under **Faculty of Science.**

Coursebooks: **IMPRINTS - I** and **IMPRINTS - II**, Prasaranga, Bangalore Central University Press (BCU).

- (3) **B.Com./BBA and other courses coming under**

Faculty of Commerce and Management

Coursebooks: **INSIGHTS - I** and **INSIGHTS - II**, Prasaranga, Bangalore Central University Press (BCU).

The syllabi for the III and IV Semesters L2 Generic English as per NEP will be prepared during the following year 2022-23.

- II. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in English (Basic/Hons)/ Major/Minor Disciplines Programme** for the following Papers:

Semester I – A1- Introduction to Literature (3)

A2-Indian Writing in English -Part 1 (3)

(Pre- Independence)

Semester II –A3-Introduction to Phonetics and Linguistics (3)

A4-Indian Writing in English -Part II (3)

(Post-Independence)

Model Program Structure - **II B** - Bachelor of Arts (Basic/ Hons) in subjects without practical with one major and one minor.

III. The Board of Studies approved the syllabus for **Discipline Elective (DSE)/ Open Elective (OE)** for the following Papers:

- English - Open Elective – 1
Functional English Grammar and Study Skills
- English - Open Elective –2
Spoken English for Corporate Jobs
- English - Open Elective –3
Speaking and Listening Skills
- English - Open Elective – 4
Translation Theory and Practice

IV. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in Communicative English (Basic/Hons) and OE** for the following Papers:

DSC - Semester I

A1-Basics of Communication and Functional Grammar (4+2)

Semester II

A2-Phonetics and LSRW Skills (4+2)

OE - Semester I- Corporate Communication

Semester II- Travel Writing

Model Program Structure – **II A** - Bachelor of Arts (Basic/ Hons) in subjects with practical with one Major and one Minor.

Model Program Structure - **II C** - Bachelor of Arts (Basic/ Hons) with one core subject with practical and the other without practical.

List of members of the new textbook committee to prepare I & II Semester L2 Generic English (AECC) Syllabus and textbooks for B.A. and other courses coming under the Faculty of Arts.

Dr. Ayesha Firdose
Vijaya College, Bengaluru.
Board of Studies Member

Prof. Poornima PS
Govt. Arts College, Bengaluru.
Chair Person, Textbook Committee

TEXTBOOK COMMITTEE MEMBERS

1.Dr. Vedha Surendra
Baldwin Women's Methodist College, Bengaluru.

2. Dr. Basavaraju. B
Govt. RC College, Bengaluru.

3. Dr. Sahana Priyadarshini
Govt. First Grade College, Malleswaram, Bengaluru.

4. Prof. Mallikarjun G
RFGCC, Bengaluru.

5. Prof. Mamatha Subraya
VETFGC, Bengaluru.

6. Prof. Rashmi L
Vidyavardhaka Sangha First Grade College, Bengaluru.

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**List of members of the new textbook committee to prepare I & II Semester
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6. Prof. Ranisha R
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**List of members of the new textbook committee to prepare I & II Semester
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3. Prof. Anuragh Gowtham K
Vijaya College, Jayanagar, Bengaluru.

4. Prof. Kevin Frank Fernandes
Indian Institute of Psychology and Research, Bengaluru.

The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society.

In teaching and learning pedagogy, there should be a shift from domain or conclusions-based approach to the experiential or process/es-based approach. The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

1.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

1.2 Discussions

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem solving and, ultimately to success.

1.3 Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

1.4 Case Studies

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

1.5 Role Play

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

1.6 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

1.7 Study Tours/Field Visits

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH

Course Outcomes:

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Learn to appreciate literary art
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 their ability as critical readers and writers
8. Increase their reading speed
9. Be able to give presentations
10. Increase their analytical skills.

Syllabus for I Semester B.A./B.S.W./ B.A.(Music) and other courses coming under

Faculty of Arts

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Part 1 -Work Book – <i>RESONANCE -I</i>	Total:52/60 hrs.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	10 hrs.
Chapter 1: Comprehension passages (Skimming and Scanning)	3hrs
Chapter 2: Picture reading, Caption Writing and Referencing Skills	3hrs
Chapter 3: Listening vs. Hearing, Types of listening	2hrs
Chapter 4: Listening Activities (could be through reading aloud in class or prerecorded inputs)	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	21 hrs.
Chapter 5: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	8hrs
Chapter 6: Giving instructions to do a task and to use a device	4hrs
Chapter 7: Question Forms, Question Tags.	3hrs
Chapter 8: Kinds of Sentences, Punctuation	6hrs
Part 2 – Course Book –<i>RESONANCE-1</i>	21hrs
Chapter 9: <i>Vachanas</i> -Akkamahadevi and Satyakka	3hrs
Chapter 10: <i>Nine Gold Medals</i> - David Roth	4hrs
Chapter 11: <i>A White Heron</i> - Sarah Orne Jewett	3hrs
Chapter 12: <i>The Last Song</i> -Temsula Ao	4hrs
Chapter 13: <i>Bholi</i> - K.A. Abbas	3hrs
Chapter 14: <i>Swami Vivekananda's Speech Of 1893, Chicago</i>	4hrs

Syllabus for II Semester B.A./B.S.W./ B.A.(Music) and other courses coming under Faculty of Arts

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

PART 1-WORK BOOK- <i>RESONANCE-II</i>	Total:52/60 hrs
UNIT I: Receptive Skills: Reading Skills and Listening Skills	16hrs
Chapter 1: Reading Skills – Types of Comprehension, Global, Factual and Inferential Read the passage, Identify the theme and suggest a title	5hrs
Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
Chapter 3: Cloze Test (Articles, Preposition, Linkers, Verbs, Adverbs)	3hrs
Chapter 4: Tenses	2hrs
UNIT II: Productive Skills: Speaking and Writing Skills	15hrs
Chapter 5: Reported speech.	4hrs
Chapter 6: Dialogue writing.	2hrs
Chapter 7: Verbal, non-verbal and Visual Communication.	2hrs
Chapter 8: Story writing – Outline expansion	3hrs
Chapter 9: Public Speaking - Writing welcome speech, vote of thanks.	4hrs
Part 2 – Course Book –<i>RESONANCE-II</i>	21hrs
Chapter 10: <i>Shut Down the Shop</i> - K. S. Nissar Ahmed	4hrs
Chapter 11: <i>A Face in The Dark</i> - Ruskin Bond	3hrs
Chapter 12: <i>Give All to Love</i> - Ralph Waldo Emerson	3hrs
Chapter 13: <i>The Cold Within</i> - James Patrick Kinney	4hrs
Chapter 14: <i>Mrs. Dutta Writes A Letter</i> - Chitra B. Divakaruni	3hrs
Chapter 15: <i>The Fly</i> - Katherine Mansfield	4hrs

Syllabus for I Semester B.Sc / BCA and other courses coming under the

Faculty of Science

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

PART I-WORK BOOK- IMPRINTS-I	Total 52/60hrs
Unit 1: Receptive Skills: Reading Skills and Listening Skills	13hrs
Chapter 1: Comprehension passages (Skimming and Scanning)	3hrs
Chapter 2: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram	4hrs
Chapter 3: Listening vs. hearing Types of Listening	3hrs
Chapter 4: Listening Activities - listening to pre-recorded audios on interviews and conversations. (Classroom Participation Activity)	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	21hrs
Chapter 5: Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission.	8hrs
Chapter 6: Giving instructions to do a task and to use a device, Giving Directions	6hrs
Chapter 7: Question Forms, Question Tags.	3hrs
Chapter 8: Subject -Verb Agreement, Derivatives	4hrs
Part 2 – Course Book –IMPRINTS -I	18hrs
Chapter 9: <i>When Free Speech is Truly Free</i> - Sundar Sarukkai	3hrs
Chapter 10: <i>Democracy</i> : Langston Hughes	3hrs
Chapter 11: <i>Farewell Address at Chicago</i> - Barack Obama	3hrs
Chapter 12: <i>The Unknown Citizen</i> - W. H. Auden	3hrs
Chapter 13: <i>The Golden Dream</i> - Poorna Chandra Tejaswi	3hrs
Chapter 14: <i>From a German War Primer</i> - Bertolt Brecht	3hrs

Syllabus for II Semester B.Sc / BCA and other courses under the

Faculty of Science

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

PART I-WORK BOOK – IMPRINTS – II	Total 52/60hrs
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16hrs
Chapter 1: Reading Skills - Types of Comprehension, Global, Factual and Inferential Read the passage, Identify the theme and suggest a title	5hrs
Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
Chapter 3: Cloze Test (Articles, Preposition, Linkers, Verbs, Adverbs)	3hrs
Chapter 4: Listening Skills – types of Listening	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15hrs
Chapter 5: Reported speech.	4hrs
Chapter 6: Dialogue writing.	2hrs
Chapter 7: Verbal and non-verbal communication.	2hrs
Chapter 8: Introduction to Science writings.	3hrs
Chapter 9: Introducing the Guest, Welcome speech, Vote of thanks.	4hrs
Part 2 – Course Book – IMPRINTS -II	21hrs
Chapter 10: <i>Britain Does Owe Reparations</i> - Dr. Shashi Tharoor	4hrs
Chapter 11: <i>Celebrity</i> - Brad Paisley	3hrs
Chapter 12: <i>A Question of English</i> - Ramachandra Guha	4hrs
Chapter 13: <i>Except Richer</i> - Ogden Nash	3hrs
Chapter 14: <i>A Midsummer Night's Dream</i> - William Shakespeare Excerpts	4hrs
Chapter 15: <i>Hayavadana</i> -An Excerpt - Girish Karnad	3hrs

**Syllabus for I Semester B. Com / B.B.A and other courses coming under the
Faculty of Commerce and Management**

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

PART I-WORK BOOK – <i>INSIGHTS I</i>	Total 52/60 hrs
Unit 1: Receptive Skills: Reading Skills and Listening Skills	13hrs
Chapter 1: Comprehension passages (Skimming and Scanning)	3hrs
Chapter 2: Interpretation Skills - Bar Graphs, Flow Charts, Mind Map, Pie Chart	4hrs
Chapter 3: Listening vs. hearing Types of Listening	3hrs
Chapter 4: Listening Skills - Job interviews and Conversations (Audios and Videos)	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	21 hrs
Chapter 5: Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission.	8hrs
Chapter 6: Giving instructions to do a task and to use a device, Giving Directions	6hrs
Chapter 7: Question Forms, Question Tags.	3hrs
Chapter 8: Subject -Verb Agreement, Derivatives	4hrs
PART I-WORK BOOK – <i>INSIGHTS I</i>	18 hrs
Chapter 9: <i>Acceptance</i> Bhaswar Mukherjee	4hrs
Chapter 10: <i>Sonnet 106</i> William Shakespeare	3hrs
Chapter 11: <i>Marriage is a Private Affair</i> Chinua Achebe	4hrs
Chapter 12: <i>On Buying and Selling</i> Khalil Gibran	2hrs
Chapter 13: <i>Towards a Competitive Nation</i> A.P.J. Abdul Kalam	3hrs
Chapter 14: <i>Freedom and Choice</i> N. Krishnaswamy -	2hrs

Syllabus for II Semester B. Com / B.B.A and other courses under the Faculty of Commerce and Management

Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH	
Total Contact Hours: 52/60	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Part 1- Work Book – <i>INSIGHTS II</i>	Total 52/60hrs
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16hrs
Chapter 1: Reading Skills - Types of Comprehension, Global, Factual and Data Compilation Read the passage, Identify the theme and suggest a title	5hrs
Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.	6hrs
Chapter 3: Correction of Sentences	3hrs
Chapter 4: Listening Activities - listening to pre-recorded audios on interviews and conversations. (Classroom Participation Activity)	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15hrs
Chapter 5: Reported speech.	4hrs
Chapter 6: Dialogue writing.	2hrs
Chapter 7: Verbal and non-verbal communication.	2hrs
Chapter 8: Active and Passive – Paragraphs.	3hrs
Chapter 9: Introducing Guests, Welcome speech, Vote of thanks.	4hrs
Part 2 – Course Book – <i>INSIGHTS-II</i>	21hrs
Chapter 10: <i>Freedom</i> Rabindranath Tagore	3hrs
Chapter 11: <i>A Cut above</i> Meena Bindra	4hrs
Chapter 12: <i>Charlie Chaplin Extract from Autobiography</i>	4hrs
Chapter 13: <i>Endymion</i> John Keats	3hrs
Chapter 14: <i>The Happy Prince</i> Oscar Wilde	4hrs
Chapter 15: <i>The Sunderbans</i> Susil Mandal	3hrs

Question Paper Pattern
B.A./BSc/BCom
I and II Semester

Time: 3 hrs

Marks :60

SECTION- A

(WORK BOOK- 40 marks)

SECTION-B

(COURSE BOOK - 20 marks)

(Questions to be set on both prose and poetry)

I. Answer in two or three sentences (5 questions out of 7) 5X1=5

II. Answer in about 80 to 100 words /a page each (1 question out of 4) 1X5=5

II. Answer in about 2 pages (1 out of 3) 1X10=10

DISCIPLINE CORE (DSC)
B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES
PROGRAMME

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021-22

Programme Outcomes:

At the end of the B.A in English (Hons) programme, the learners would

1. Be exposed to and would demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

ENGLISH (BASIC/ HONS.) SEMESTER I

COURSE –I -DSC- PAPER A1

Title of the Course -- Introduction to Literature

CONTENT OF THE COURSE		39/42hrs
UNIT-I: Introduction to Literature		13/14
Chapter No. 1	Defining Literature- Introduction to History of English Literature and Society, Literature and Life, Literature and Science. <i>Essay - What is literature? – by Terry Eagleton.</i>	13 hrs
UNIT II: Literary Forms		13/14
Chapter No.2	Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography Drama: Comedy, Tragedy, Tragic-comedy, One-act-play, epic play	6 hrs
Chapter No.3	Poetry: <i>CLOUD</i> by PB Shelley <i>SONNET 132</i> by William Shakespeare	4hrs
Chapter No. 4	Prose: THE VERGER by Somerset Maugham	3 hrs
UNIT III: Literary Terms & Figurative Language		13/14
Chapter No. 5	Couplet, Heroic Couplet, Allegory, Assonance, Blank Verse, Rhythm, Consonance, Irony, Metre, Rhetorical Question, Refrain, Aside, Monologue, Soliloquy, Meta-fiction, Plot, Character, Setting, Narrative technique, Farce, Satire, Prologue, Epilogue. Art for Art's sake, Expressionism, Narratology.	5hrs
Chapter No.6	Neo-Classicism, Metaphysical Conceits, Romanticism, Modernism, Post Modernism, Feminism Reference: Peter Berry	4 hrs
Chapter No. 7	Simile, Metaphor, Personification, Hyperbole, Allusion, Onomatopoeia, Alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allusion.	4 hrs

SEMESTER I

COURSE –II -DSC PAPER 2

Title of the Course: Indian Writing in English Part I

CONTENT OF THE COURSE		39/42hrs
Unit –I History of Indian English Literature		13/14
Chapter No. 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, Sahitya Akademi. 1980)	13 hrs
Unit – II -Authors of Pre-Independence India		6/07
Chapter No. 2	Introducing authors from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, Krupabai Sathianadhan, Sarojini Naidu, Cornelia Sorabji.	6 hrs
Unit – III- Pre-Independence-Indian English Literature		21/22
Chapter No. 3	Novel- <i>The Financial Expert</i> - R K Narayan	8 hrs
Chapter No. 4	Poetry 1) <i>To a Buddha Seated on a Lotus</i> - Sarojini Naidu 2) <i>Love Came to Flora Asking for a Flower</i> - Toru Dutt 3) <i>To India-My Native Land</i> -Henry Derozio	2 hrs 2 hrs 2 hrs
Chapter No.5	One Act Play: Chitra by Rabindranath Tagore	7 hrs
Chapter No. 6	Select any one movie which represents Pre-Independent Indian scenario- <i>Thayi Saheba</i> – 1997 directed by Girish Kasaravalli <i>Lagaan</i> - 2001 - directed by Aushutosh Govariker Activity for Formative Assessment	

SEMESTER II
COURSE –III -DSC PAPER A3
Title of the Course: Introduction to Phonetics and Linguistics

Course Title-- Introduction to Phonetics and Linguistics	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics	13/14
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	
Chapter No. 3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter No. 4	Speech Mechanism, Organs of Speech,	
Chapter No.5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter No. 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter No. 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter No. 8.	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter No. 9.	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

Textbooks

1. Sethi, J. Dhamija. P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi, 2005.
2. Balasubramanian. T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
3. Yule, George. *The Study of Language*, Cambridge, Cambridge University Press, 2010.
4. Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London, 2003.
5. Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
6. Fromkin, V. Rodman, R., Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning, 2007.
7. Rocca, I., and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.

SEMESTER II
COURSE –IV -DSC- PAPER A4
Title of the Course: Indian Writing in English –Part II

Course Title-- Indian Writing in English –Part II (Post-Independence)	
Total Contact Hours: 39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter No.1	Journalistic Writing - <i>I Write as I feel</i>-K.A.Abbas	
Chapter No. 2	Memoir- <i>Fifty Fragments of the Inner Self</i> - Amrita Pritam	
Chapter No. 3	Autobiography- <i>The Race of My Life: An Autobiography</i> - Milkha Singh	
Unit – 2 Introducing writers of the post-independence era:		6/7
Chapter No. 4	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, ArvindAdiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
Unit –3 -Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays		21/22
Chapter No. 5	Poetry- <i>Who Are You?</i> - U.R. Ananthamurthy <i>Mother</i> - P. Lankesh <i>Footage for a Trance</i> -Ranjit Hoskote <i>Words</i> --Kamala Das <i>Celebration</i> - Anuradha Bhattacharyya	
Chapter No. 6	Novel -Malik Sajad- <i>Munnu- A Boy From Kashmir</i> Short Story - <i>The Adivasi Will Not Dance</i> - Hansda Sowvendra Shekhar	
Chapter No. 7	Drama <i>Kanyadaan</i> -Vijay Tendulkar	
Chapter No. 8	Essay - AP J Abdul Kalam- <i>The Wings of Fire</i> - excerpt	
Chapter No. 9	Film Review - Post-Independent Indian scenario <i>Rang De Basanti</i> – 2006- directed by Rakeysh Omprakash Mehra <i>Gulabi Talkies</i> - Girish Kasaravalli	

Pattern of assessment for Courses in Semester I and Semester II
ASSESSMENT BREAK-UP (60 +40 =100)

Summative Assessment (Semester Exam)	Theory	60 marks
Formative Assessment (Internal Assessment)	Internal Assessment First Test	10 marks
	Internal Assessment Second Test	10 marks
	Seminar / Presentations/ Group Discussions	10 marks
	Debates / Recitation/ Role Play/ Project Report	10 marks
Survey/Report writing/Case study/ Book or Art review/ Interviews	Total Internal Assessment Marks	40 marks
	Total marks	100 marks

Work book should be maintained by the Students for Internal Assessment and all exercises should be done and submitted to the Teacher for award of Internal Marks. All the records pertaining to the formative assessment activities will have to be maintained in the respective departments.

BANGALORE CITY UNIVERSITY
UG ENGLISH (AS PER NEP-2020)
Question pattern for B.A in English (Hons)
FIRST SEMESTER-COURSE I
DSC – Paper A1 - Introduction to Literature

Time:3 hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

1. Answer **any one** of the following: **(1X10 =10)**

(Three questions from Introduction to Literature)

Section B-Poetry

II. Answer **any one** of the following **(1X05=05)**

(Two questions from poems)

III. Identify the form of the following poetry and write its features **(2X05=10)**

Section C-Drama

IV. Write short notes on **any one** of the following **(1X05=05)**

V. Write an essay on **any one** of the following. **(1X10 =10)**

Section D-Novel, Short Story

VI. Write short notes on **any one** of the following **(1X05=5)**

(Two questions on short stories)

VII. Write an essay on **any one** of the following. **(1X10 =10)**

(Two questions on the novel)

Section E- Literary Terms and Figurative Language

VIII. Answer **any five** of the following **(5X01=5)**

BANGALORE CITY UNIVERSITY
UG ENGLISH (AS PER NEP-2020)
Question pattern for B.A in English (Hons)
FIRST SEMESTER -COURSE II
DSC -PAPER A2 -Indian Writing in English Part I

Time:3 hours

Max.Marks:60

Instruction: Answer all the questions

Section A

I. Write short notes on **any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

Section B-Poetry

II. Annotate **any two of the following. (2x5=10)**

III. Write short notes on **any one of the following (1x5=5)**

Section C-Short story

IV. Write short notes on **any two of the following. (2x5=10)**

Section D-Novel

V. Answer **any one of the following. (1x10=10)**

Section E-Drama

VI. Answer **any one of the following. (1x10=10)**

Section F-Movie

VII. Write short notes on **any two of the following. (2x5=10)**

(Three Questions from the select movie)

BANGALORE CITY UNIVERSITY
UG ENGLISH (AS PER NEP-2020)
Question pattern for B.A in English (Hons)
SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics

- I. Answer the following questions in about one or two sentences. (5X1=5)
(Seven questions will be given from Chapter 1)
- II. Answer **any one** of the following questions in about 200 words. (1X5=5)
(Four questions will be given from chapter 1,2,4&5)
- III. Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. (5X1=5)
- IV. From the words given below identify the ones that have a CCVCC structure. (5X1=5)
- V. From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. (5X1=5)
- VI. Indicate the syllable division in the following words. (5X1=5)
- VII. Identify the syllable stress in the following words. (5X1=5)
- VIII. Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. (5X1=5)
- IX. Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. (5X1=5)
- X. From the passage given before identify words containing/ending/beginning the following phonetic sounds. (5X1=5)
- XI Write a complete phonetic transcription for the passage given below. (10X1=10)

BANGALORE CITY UNIVERSITY
UG ENGLISH (AS PER NEP-2020)
Question pattern for B.A in English (Hons)
SECOND SEMESTER- COURSE IV
DSC – PAPER A4 -Indian Writing in English –Part II

Time:3 hours

Max.Marks:60

Instruction: Answer all the questions

Section A

I. Write short notes on **any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

Section B-Poetry

II. Annotate **any two of the following. (2x5=10)**

Section C-Short story

III. Write short notes on **any two of the following. (2x5=10)**

Section D-Novel

IV. Answer **any one of the following. (1x10=10)**

Section E-Drama

V. Answer **any one of the following. (1x10=10)**

Section F-Essay

VI. Write short notes on **any one of the following. (1x5=5)**

Section G-Movie

VII. Write short notes on **any one of the following. (1x5=5)**

(Three Questions from the select movie)

**B.A IN ENGLISH: SYLLABUS FOR
DISCIPLINE ELECTIVE (DSE) / OPEN ELECTIVES (OE)
1, 2, 3, & 4.
OPEN ELECTIVE: SYLLABUS
English – Open Elective -1
FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS
60 marks paper for 3 hours duration and 40 marks for Internal Assessment
Syllabus for 3 Credits
Teaching Hours: 3 Hours per Week**

Section I: Functional English Grammar

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

Section II: Writing Skills

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

Section III: Reading Skills

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
5. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

Mode of Examination:

Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)

Question Paper Pattern

1. Very Short Answer Questions on all sections	10x2 =20 Marks
2. Three Short Notes on all sections	3x 5 = 15 Marks
3. Cloze Test	10x1= 10 Marks
4. Short Questions on dialogue and expansion of an idea	1x5 = 5 Marks
5. One Essay Type Question	1x10= 10 Marks

Suggested Reading:

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

English – Open Elective -2
SPOKEN ENGLISH FOR CORPORATE JOBS

60 marks paper for 3 hours duration and 40 marks for Internal Assessment

39/42 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course and Skill Outcome:

1. This paper teaches students the skills in the front desk management.
2. It introduces them to business English.

Section I: English for Front Desk Management 1. Greeting, Welcoming 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading words 3. Intonation and Voice Modulation 4. Developing Vocabulary

Section III: Business Speeches 1. Principles of Effective Speech and Presentations 2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech 3. Use of Audio-Visual Aids in Presentations

Section IV: Cross-Cultural Communication 1. Dealing with Language Differences 2. Probing Questions to get information 3. Etiquette in Cross-cultural Communication

Suggested Readings:

1. *More effective communication* – J V Vilanilam, Sage Publication Pvt Ltd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house – Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House – Mumbai.
5. *Business Communication* – Lesikar & Pettit – AITBS – Publishers Delhi
6. *Business Communication Today* – Sushil Bahl – Response Books, Sage Publication, N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N. Delhi.
8. *Business Communication*- Pradhan Bhende & thankur Himalaya Publishing House – Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha Krishnaswamy and others – Bloomsbury, New Delhi, 2015
10. *Developing Communication Skills* – Krishna Mohan and Banarji.

Question Paper Pattern:

- | | |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20 |
| 3. Essay type questions | 2x10=20 |

English Open Elective -3
SPEAKING AND LISTENING SKILLS
[Teaching Hours: Lecture 3Hours -Credit 3]

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

Question Paper Pattern

- | | |
|------------------------------------------------|-----------------|
| 1. Very Short Answer Questions on all sections | 10x2 =20 Marks |
| 2. Four Short Notes on all sections | 4x 5 = 20 Marks |
| 3. One Question on Presentation of Speeches | 1x10 = 10 Marks |
| 4. One Essay Type Question | 1x10= 10 Marks |

SUGGESTED READING

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

English Open Elective -4
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]

(60 marks paper of Three Hours+ 40 Marks for Internal Assessment)

Course and Skill Outcome

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

Syllabus

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

Question Paper Pattern

1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation, translation theory 2x5=10
4. Translation of short passages 4x5=20
Translation passage from English to Kannada or Translation passage from Kannada to English (One out of two) 1X10=10

**DISCIPLINE CORE (DSC) -B.A IN COMMUNICATIVE ENGLISH
(BASIC/HONS) AND OPEN ELECTIVE (OE)**

Course	Paper	Credit	No. of Teaching Hours/Week	Total Marks/ Assessment
		Semester I		
DSC 1	A1 Basics of Communication and Functional Grammar	4	4	60+40
	Practicals	2	2	30+20
OE 1	Corporate Communication	3	3	60+40
		Semester II		
DSC 2	A2 Phonetics and LSRW Skills	4	4	60+40
	Practicals	2	2	30+20
OE 2	Travel Writing	3	3	60+40

Discipline Core- Communicative English Semester 1

Course Title: Basics of Communication and Functional Grammar	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

Course Outcomes:

By the end of the programme the student would be able to

1. Identify and understand the different parts of speech in English.
2. Develop competence in English
3. Identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses and have an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

Discipline Core-B.A
Communicative English - Semester 1 - DSC

Title of the Course: Basics of Communication and Functional Grammar

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 1			52/56Hrs
Unit – 1			13/14
Module 1 Parts of Speech Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections Articles (Every component to be done in detail)			
Module 2 Verbs Auxiliary- Modals- Finite- Non-finite			
Module 3 Tenses			
Unit – 2			13/14
Module 4 Sentences Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences Jumbled sentences- Jumbled paragraphs			
Module 5 Concord Rules of Subject Verb Agreement			
Module 6 Common Errors by Non- Native Speakers			
Unit – 3			13/14
Module 7 Active and Passive Voice Direct and Indirect Speech			
Module 8 Question Forms- Wh-, Yes/No, Question Tags			
Module 9 Punctuation			

Unit – 4

Module 10

Introduction to Communication

Definition – meaning – communication process -importance of communication - seven Cs of communication

Module 11

Types of Communication

Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload - Overcoming communication barriers

Module 12

Situational Communication

- Greeting and Introduction
- Enquiry
- Seeking/Granting/Refusing Permission
- Asking and Giving Directions
- Accepting and Declining Invitations
- Making/Responding to Complaints
- Congratulating
- Sympathizing
- Persuasion

Text Books:

Communicative English – E. Suresh Kumar and P. Sree Hari, Orient Black Swan

Intermediate English Grammar- Raymond Murphy, Cambridge University Press

References:

A Practical English Grammar – A.J. Thomson, A.V. Martinet, Oxford University Press

A Remedial English Grammar, F.T. Woods

Advanced Grammar in Use- Martin Hewings, Cambridge University Press

Basic English Usage- Michael Swan, OUP

Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson

Communication Skills - Sanjay Kumar, Pushpa Lata

Essentials of Communication Skill and Skill Enhancement- By John O. Greene

Grammar Practice Activities- Penny Ur

Oxford Pocket Basic English Use- Michael Swan, OUP

Oxford Practice Grammar – John Eastwood, Oxford University

Press Practical English Usage- Michael Swan, OUP

The Four Skills for Communication –Josh Sreedharan, Foundation Books

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

**DISCIPLINE CORE B.A
COMMUNICATIVE ENGLISH
SEMESTER II-DSC II**

Discipline Core-B.A in Communicative English--Semester II-DSC II

Course Title: Phonetics and LSRW Skills	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus	Summative Assessment Marks: 60 Theory 40 Practical

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Survey/Report writing/case study/ Book or Art review/	10
Total	30

Practical Component:

Record
Adlib/Role Play
Identifying errors from an audio clip
Editing a passage with grammatical and spelling errors

**DISCIPLINE CORE B.A
COMMUNICATIVE ENGLISH
SEMESTER II-DSC II**

Title of the Course: Phonetics and LSRW Skills

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 2			52/56Hrs
Unit - 1			13/14
Module 1	<ul style="list-style-type: none"> Introduction What is Phonetics? Production of Speech Sounds Air-stream mechanism Organs of Speech Articulatory System 		
Module 2	<ul style="list-style-type: none"> Classification of Speech Sounds Consonants Vowels –Pure Vowels and Diphthongs 		
Module 3	<ul style="list-style-type: none"> Minimal Pairs 		
Module 4	<ul style="list-style-type: none"> Syllable Syllable Structure Composition of the syllable Consonant Cluster 		
Unit – 2			13/14
Module 5	<ul style="list-style-type: none"> Stress Word accent/stress Sentence stress Intonation 		
Module 6	<ul style="list-style-type: none"> Native language influence on English Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session 		
Module 7	<ul style="list-style-type: none"> Listening Skills 		

Unit – 3	13/14
Module 8 Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences Paragraph Writing Composition: Reflective, Descriptive, Narrative and Argumentative Module 9 Summarizing Expansion Writing Dialogue Writing Unit – 4 Module 10 Profile Writing and Resume Module 11 E mail Module 12 Vocabulary Synonyms Antonyms Homonyms Homophones Commonly used Foreign Words in English Idioms and Phrases Collocation	13/14

Text Books

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

A Textbook of English Phonetics for Indian Students – T. Balasubhramanian- Macmillan

References

An Outline of English Phonetics- Daniel Jones

Better English Pronunciation – J.D. Connor – Cambridge University

Press Collins *Business Skills and Communication*

English for Practical Purposes by Patil, Valke, Thorat& Merchant- Macmillan

English Phonetics and Phonology – Peter Roach – Cambridge University

Press *English Pronouncing Dictionary-* Daniel Jon

English Pronunciation in Use- Martin Hewings- Cambridge University Press

English Vocabulary in Use- Felicity Odel

IELTS Advantage Speaking and Listening Skills- Jonathan Marks

Pronunciation Practice Activities – Martin Hewings – Cambridge University Press

Publications, *Vocabulary in Use*

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks
MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Surveys/Report writing/ Interviews/ Book or Art review/	
Total	30

Practical Component:

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

OPEN ELECTIVE I

CORPORATE COMMUNICATION

Syllabus for I Semester

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

Programme Outcomes

1. To formulate briefs and speeches
2. To write press releases
- 3, To handle media relations
- 4, To help in drafting communication strategies

Syllabus

Module I

Principles of Communication

Module II

The Art of Corporate communication

Module III

Kinds of Communication

Module IV

Communication Strategies

Module V

Business Letter Writing

Module VI

Communication related to Business meetings

Module VII

Media Relations

Module VII

E-Mail Etiquette

Module IX

Presentation Skills

Reference:

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash-
Foundation Books

Corporate Communication: A Guide to Theory and Practice: Joep P.Cornelissen

Corporate Communication: Paul Argenti

English for Practical Purposes: Patil, Valke, Thorat and Merchant- Macmilla

OPEN ELECTIVE II

TRAVEL WRITING

Syllabus for II Semester

Programme Outcomes

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

Syllabus

Module I

Introduction to Travel Writing

Definition

History of Travel writing

Module 2

Travel Writing Today

Module 3

Qualities of a Travel Writer

Module 4

Illustrations and Photographs

Module 5

Special Modules for travel writing

Module 6

Write a travelogue with inputs

Travel Blogs

Reference:

Travel Writing and the Empire:ed. Sachidananda Mohanty

Cambridge Introduction to Travel Writing, New York: Cambridge University, Gutkind, Lee.

The Art of Creative Nonfiction Indian Travel Writing, 1830-1947:

Pramod K. Nayar

Literature, Travel and Colonial Writing: Andrew Hadfield

Nine Lives: William Dalrymple

The Routledge Companion to Travel Writing: Indian Travel Writing: Shobhana Bhattacharji

Iyer, Pico, Why WE Travel. http://www.salon.com/writer/pico_iyer/ Refer popular Travel Blogs

**Proposed Structure
OPEN ELECTIVE
I and II Semesters**

Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/Assessment
		Semester I		
OE 1	Corporate Communication	3	3	60+40
		Semester II		
OE 2	Travel Writing	3	3	60+40

Additional English Syllabus

Contents

- | | |
|-----------------------------|--------------------|
| 1. The Rogue | Atulananda Goswamy |
| 2. The Unpalatable Offering | Vasudhendra |
| 3. The Letter | G G J Dhumketu |
| 4. The Taxi Driver | K S Duggal |
| 5. Our Casuarina Tree | Toru Dutt |
| 6. Moonrise | Savithri Rajeevan |

Language Component

- | | |
|------------------------------------------|----------|
| 1. Paragraph Writing | 10 Marks |
| 2. Precis writing | 10 Marks |
| 3. Event Report | 10 Marks |
| 4. Expand a Proverb/ Idiom and Interpret | 10 Marks |

II Sem

Contents

- | | |
|---------------------------------|--------------------------|
| 1. The Jamun Tree | Krishan Chander |
| 2. Lalu | Saratchandra Chattopadhy |
| 3. Politics of Living | Indraganti Janakibala |
| 4. The Curse | Kabitha Sinha |
| 5. The Carpenter and the Beggar | Bharathidasan |
| 6. The Spear | Temsula Ao |

Language Component

- | | |
|-------------------------------------------|----------|
| 1. Slogan Writing | 05 Marks |
| 2. Leaflet Writing | 10 Marks |
| 3. Presentation Slides | 10 Marks |
| 4. Correction of Sentences in a paragraph | 10 Marks |
| 5. Rearranging Jumbled Sentences | 05 Marks |

**PROPOSED CURRICULUM FRAMEWORK FOR FOUR-YEAR
UNDER GRADUATE PROGRAMME IN COMMUNICATIVE ENGLISH
(Vocational)**

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Preface

“Communication – the human connection – is the key to personal and career success.”

Paul J. Meyer

Communication is vital to the existence of all living species. Communication has been an integral part of the human world. Humankind needs to communicate to express various needs, feelings and emotions. The organization of a society, country or world is based on communication. One cannot imagine a world without communication, the world that we live in or as we know cannot function without communication. Communication is as old as the creation of the world but with the rapid changes and progress made in the domains of business, science and technology, there is an increased importance for an effective communication system.

Communication is not limited to explicit language skills: listening, speaking, reading and writing but also to the understanding of implicit messages in a multicultural society that we live in today. In recent years the importance of professional communication has increased manifold due to the growing complexity in organizational structure and behavior.

English is spoken as a native language or second language by more than 1.5 billion people across the world. It has been observed that English has the ability to blur geographical boundaries. With the advent of globalization, establishment of multinationals, modernization of business practices, effective communication has acquired greater importance. Enhancing one's communication skills in English is the need of the hour and a prerequisite to meet the demands of the ever-changing world we live in.

The Communicative English course is a vocational program and has been designed to introduce students to various areas in communication and media and to strike a balance between theory, practicals and skills in Communication and Media program. The programme is a rigorous orientation aimed at equipping students with skills, knowledge, and attitude that enable them to aspire for roles in the field of communication and media. The students start by honing their speaking skills and improving their grammatical acumen to writing for the media, scripting and making documentaries/short films, creative writing, technical writing and translation. The course has been designed to equip students in the theoretical and practical aspects of language

for the different domains of media, creative writing and effective spoken and written communication that is required in business and technology. Students will get a feel of the actual work environment i.e on the job training experience by way of internships in either print/radio/television/cinema/ social media. The course covers a gamut of skills equipping the students for media, corporate, creative sectors and also for higher studies in the discipline. This document is an annexure to the already submitted English curriculum.

**IIA. Model Program Structures for the Under-
Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) in subjects with practical, with one major and
one minor**

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	Discipline A1(4+2) Discipline B1(4+2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness(1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A2(4+2) Discipline B2(4+2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Physical Education - Yoga(1) (0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
Exit option with Certificate (50 credits)								
III	Discipline A3(4+2) Discipline B3(4+2)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs each)		SEC-2: Artificial Intelligence (2)(1+0+2)	Physical Education-Sports skills(1)(0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
IV	Discipline A4(4+2) Discipline B4(4+2)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs each)	Constitution of India (2)		Physical Education Games (1) (0+0+2)	NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2)	25
Exit option with Diploma (100 credits) OR Choose any one of the core subjects as Major and the other as Minor								
V	Discipline A5(3+2) Discipline A6(3+2) Discipline B5(3+2)	Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			20
VI	Discipline A7(3+2) Discipline A8(3+2) Discipline B6(3+2)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)			22
Exit option with Bachelor of Arts, B.A./ Bachelor of Science, B.Sc. Basic Degree (142 credits) or continue studies with the Major								
VII	Discipline A9(3+2) Discipline A10(3+2) Discipline A11(3)	Discipline A, E-1 (3) Discipline A, E-2 (3) Res.Methodology (3)						22
VIII	Discipline A12(3+2) Discipline A13(3) Discipline A14(3)	Discipline A, E-3(3) Research Project (6)*						20
Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (184 credits)								

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

**II-C. Model Program Structures for the Bachelor of Arts (Basic/Hons.)/ Bachelor of Science (Basic/Hons.)
with one core subject with practical and the other 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	Discipline A1(4+2) Discipline B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A2(4+2) Discipline B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Physical Education – Yoga (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (48 credits)								
III	Discipline A3(4+2) Discipline B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: Artificial Inte- lligence (2)(1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
IV	Discipline A4(4+2) Discipline B7(3), B8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Physical Education Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor								
V	Discipline A5(3+2), Discipline A6(3+2) Discipline B9(4)	Discipline A, E-1 (3) Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			22
VI	Discipline A7(3+2), Discipline A8(3+2) Discipline B10(4)	Discipline A, E-2 (3) Vocational-2 (3)			SEC-4: Professional Communication (2)			22
Exit option with Bachelor of Arts, B.A. /Bachelor of Science, B. Sc. Basic Degree (144 credits) or continue studies with the Major								
VII	Discipline A9(3+2), Discipline A10(3+2) Discipline A11(3)	Discipline A, E-3 (3) Internship (2) Res. Methodology (3)						21
VIII	Discipline A12(3+2), Discipline A13(3), Discipline A14(3)	Discipline A, E-4 (3) Research Project (6)*						20
Award of Bachelor of Arts Honours, B.A. (Hons) /Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (185 credits)								

**In lieu of the research Project, two additional elective papers

Programme Objectives and Outcomes of Communicative English

Diversity in a Single Course: Communication, Honing LSRW Skills, Mass Media, Creative Writing, Entrepreneurship Development, Equipping students for the English component in competitive exams.

Programme Objectives

1. To develop communicative competence in students.
2. To hone their pronunciation, structure, appropriate use and style of English.
3. To give them an insight into the working, operation and technicalities of different media and give practical exposure of the same.
4. To equip the students with skills required in areas related to Public Relations, Human Resource and Entrepreneurship Development.
5. To make the students think and analyse in an objective way.
6. To sensitize them on the use of new media.
7. To train the students to meet the requirements of the job market.
8. To equip them to enter the corporate world and media.

Programme Outcomes:

1. Communicate effectively in different social situations.
2. Facilitate the process of reading and writing in varying tones.
3. Enhance logical thinking and error free writing.
4. Equip students with creative, critical and analytical skills.
5. Create awareness about the functional and operational use of language in media.
6. Study the evolution, growth and importance of Mass Media.
7. Evaluate the power and effectiveness of communication technology and its ability to function as agents of social change.
8. Understand the active role of the media in society.
9. Know about the cinematic productions and also to critically analyze cinema.
10. Acquaintance with the creation and production of advertisements.
11. Know about entrepreneurship, business plan, working of an organization, and constraints of setting up a business.
12. Enable them to attempt the English written and spoken component in competitive exams and proficiency tests.

Curriculum Structure for the Undergraduate Degree Program
DSC: Communicative English
BA Model II A (in subjects with practical, with one major and one minor)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

Program Articulation Matrix

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	A1 Basics of Communication and Functional Grammar (4+2)	1. Identify and understand the different parts of speech in English. 2. Talk about the past, present and future using suitable expressions and structures. 3. Communicate effectively in different social situations.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
2	A2 Phonetics and LSRW Skills (4+2)	1. Hone pronunciation and able to speak fluently and with confidence 2. Speak with the right intonation and stress. 3. Write effectively and vocabulary is enhanced.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
Exit with Certificate					
3	A3 Introduction to Mass Communication and Writing for Media I: Print, Radio (4+2)	1. Will be acquainted with the history of the media. 2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal. 3. Will identify, write, record, produce and edit different formats of radio programmes.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station, Group Discussion, MOOC	60+40 Theory 30+20 Practicals

4	A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media (4+2)	1. Will be familiar with the new trends in media. 2. Will know the use and nuances of writing for social media. 3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
Exit with Diploma					
5.	A 5 Advertising (3+2) A6 Content Writing and Technical Writing (3+2)	1. Acquainted with how communication is used to influence and persuade consumers. 2. Enabled to create ads for different media. 3. Ability to write effective business/professional communication and develop and make effective presentations. 4. Knowledge of industry standards, processes, and concepts related to technical writing. 5. Enhance their content writing skills. 6. Write a simple user manual and write content for corporate /business communication.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 30+20 Practicals
6.	A7 Television and Film Making (3+2) A8 EDP (3+2)	1. History of cinema - from silent to talkies and an understanding of various film forms. 2. Analyse films and make short films/ documentaries. 3. Knowledge of the opportunities and constraints for new business ideas. 4. Write a business plan.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry,	60+40 Theory 30+20 Practicals 60+40 Theory 30+20 Practicals

		5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.		MOOC	
Exit with Bachelor of Arts					
7.	A9 Popular Culture (3+2)	1. Introduce students to the history of popular culture and emergence of mass culture. 2. Role of mass media technology in shaping notions of self, identity, society, community. 3. Will be able to describe/analyse/critique popular culture artifacts.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
	A10 English Language Teaching (3+2) A11 Internship (3)	1. On the job training experience. 2. Able to develop academic literacy, further studies and research. 3. Will develop skills to be critical thinkers, readers and writers.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals 60+40
8.	A12 Translation Studies (3+2) A13 Communication for Development (3) A14 Dissertation (3)	1. Know a few translation theories. 2. Understand the skills required to become a translator and what is meant by translation competence and be able to translate. 3. Be able to recognize and explain the concept and importance of development. 4. Be able to describe the use of different media in development communication. 5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Field Visit, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 60+40 Theory
Exit with Honours Degree					

Curriculum Structure for the Undergraduate Degree Program
DSC: Communicative English
BA Model II C (with one core subject with practical and the other without practical)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

Program Articulation Matrix

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	A1 Basics of Communication and Functional Grammar (4+2)	1. Identify and understand the different parts of speech in English. 2. Talk about the past, present and future using suitable expressions and structures. 3. Communicate effectively in different social situations.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
2	A2 Phonetics and LSRW Skills (4+2)	1. Hone pronunciation and able to speak fluently and with confidence 2. Speak with the right intonation and stress. 3. Write effectively and vocabulary is enhanced.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
Exit with Certificate					
3	A3 Introduction to Mass Communication and Writing for Media I: Print, Radio (4+2)	1. Will be acquainted with the history of the media. 2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal. 3. Will identify, write, record, produce and		Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station,	60+40 Theory 30+20 Practicals

		edit different formats of radio programmes.		Group Discussion, MOOC	
4	A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media (4+2)	1. Will be familiar with the new trends in media. 2. Will know the use and nuances of writing for social media. 3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
Exit with Diploma					
5.	A 5 Advertising (3+2) A6 Content Writing and Technical Writing (3+2)	1. Acquainted with how communication is used to influence and persuade consumers. 2. Enabled to create ads for different media. 3. Ability to write effective business/professional communication and develop and make effective presentations. 4. Knowledge of industry standards, processes, and concepts related to technical writing. 5. Enhance their content writing skills. 6. Write a simple user manual and write content for corporate /business communication.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 30+20 Practicals

6.	A7 Television and Film Making (3+2) A8 EDP (3+2)	1. History of cinema - from silent to talkies and an understanding of various film forms. 2. Analyse films and make short films/documentaries. 3. Knowledge of the opportunities and constraints for new business ideas. 4. Write a business plan. 5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 30+20 Practicals
Exit with Bachelor of Arts					
7.	A9 Popular Culture (3+2)	1. Introduce students to the history of popular culture and emergence of mass culture. 2. Role of mass media technology in shaping notions of self, identity, society, community. 3. Will be able to describe/analyse/critique popular culture artifacts.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	70+30 Theory 30+20 Practicals
	A10 English Language Teaching (3+2) A11 Internship (3)	4. On the job training experience. 5. Able to develop academic literacy, further studies and research. 6. Will develop skills to be critical thinkers, readers and writers.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals 60+40
8.	A12 Translation Studies (3+2) A13	1. Know a few translation theories. 2. Understand the skills required to become a translator		Lecture, Presentation, Seminar, Practical sessions,	60+40 Theory 30+20 Practicals

	Communication for Development (3) A14 Dissertation (3)	and what is meant by translation competence and be able to translate. 3. Be able to recognize and explain the concept and importance of development. 4. Be able to describe the use of different media in development communication. 5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns.		Assignments, Group Discussion, Field Visit, MOOC	60+40 Theory 60+40 Theory
Exit with Honours Degree					

Assessment

Weightage for Assessments

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	20	30
Projects	40	60
Experiential Learning: Internships and Dissertation	40 40	60 60

Proposed Structure for Communicative English (DSC and OE)

For

I and II Semesters

Semester I

Course	Paper	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
DCS 1	A1 Basics of Communication and Functional Grammar	4	4	60+40
	Practicals	2	2	30+20
OE 1	Corporate Communication	3	3	60+40
		Semester II		
DCS 2	A2 Phonetics and LSRW Skills	4	4	60+40
	Practicals	2	2	30+20
OE 2	Travel Writing	3	3	60+40

Discipline Core- Communicative English

Semester 1

Course Title: Basics of Communication and Functional Grammar	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

Course Outcomes:

1. Identify and understand the different parts of speech in English.
2. English competence is developed in students.
3. Ability to identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses. Create an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

BA Semester 1

Title of the Course: Basics of Communication and Functional Grammar

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 1			52/56Hrs
Unit – 1			13/14
Module 1			
Parts of Speech			
Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections			
Articles (Every component to be done in detail)			
Module 2			
Verbs			
Auxiliary- Modals- Finite- Non-finite			
Module 3			
Tenses			
Unit – 2			13/14
Module 4			
Sentences			
Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences			
Jumbled sentences- Jumbled paragraphs			
Module 5			
Concord			
Rules of Subject Verb Agreement			
Module 6			
Common Errors by Non- Native Speakers			
Unit – 3			13/14
Module 7			
Active and Passive Voice			
Direct and Indirect Speech			
Module 8			
Question Forms- Wh-, Yes/No, Question Tags			
Module 9			
Punctuation			
Unit – 4			13/14

Module 10

Introduction to Communication

Definition – meaning – communication process -importance of communication - seven Cs of communication

Module 11

Types of Communication

Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload - Overcoming communication barriers

Module 12

Situational Communication

- Greeting and Introduction
- Enquiry
- Seeking/Granting/Refusing Permission
- Asking and Giving Directions
- Accepting and Declining Invitations
- Making/Responding to Complaints
- Congratulating
- Sympathising
- Persuasion

Text Books:

Communicative English – E. Suresh Kumar and P. Sree Hari, Orient Black Swan

Intermediate English Grammar- Raymond Murphy, Cambridge University Press

References:

A Practical English Grammar – A.J. Thomson, A.V. Martinet, Oxford University Press

A Remedial English Grammar, F.T. Woods

Advanced Grammar in Use- Martin Hewings, Cambridge University Press

Basic English Usage- Michael Swan, OUP

Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson

Communication Skills - Sanjay Kumar, Pushpa Lata

Essentials of Communication Skill and Skill Enhancement- By John O. Greene

Grammar Practice Activities- Penny Ur

Oxford Pocket Basic English Use- Michael Swan, OUP

Oxford Practice Grammar – John Eastwood, Oxford University Press

Practical English Usage- Michael Swan, OUP

The Four Skills for Communication –Josh Sreedharan, Foundation Books

The Quick and Easy Way to Effective Speaking- Dale Carnegie, New York: Pocket Books

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Project Work	10
Total	40

Practical Component:

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

Discipline Core- Communicative English

Semester 2

Course Title: Phonetics and LSRW Skills	
Total Contact Hours: 52/56 Theory 52/56 Practicals	Course Credits: 4 Theory 2 Practicals
Formative Assessment Marks: 30 Theory 20 Practicals	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practicals
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

BA Semester 2

Title of the Course: Phonetics and LSRW Skills

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 2			52/56Hrs
			13/14
Module 1	Introduction		
	What is Phonetics?		
	Production of Speech Sounds		
	Air-stream mechanism		
	Organs of Speech		
	Articulatory System		
Module 2	Classification of Speech Sounds Consonants		
	Vowels –Pure Vowels and Diphthongs		
Module 3	Minimal Pairs		
Module 4	Syllable		
	Syllable Structure		
	Composition of the syllable		
	Consonant Cluster		
Unit – 2			13/14
Module 5	Stress		
	Word accent/stress		
	Sentence stress		
	Intonation		
Module 6	Native language influence on English		
	Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session		
Module 7	Listening Skills		
Unit – 3			13/14
Module 8			

Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences Module 8 Paragraph Writing Composition: Reflective, Descriptive, Narrative and Argumentative Module 9 Summarizing Expansion Writing Dialogue Writing	
Unit – 4	13/14
Module 10 Profile Writing and Resume Module 11 E mail Module 12 Vocabulary Synonyms Antonyms Homonyms Homophones Commonly used Foreign Words in English Idioms and Phrases Collocation	

Text Books

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

A Textbook of English Phonetics for Indian Students – T. Balasubhramanian- Macmillan

References

An Outline of English Phonetics- Daniel Jones

Better English Pronunciation – J.D. Connor – Cambridge University Press

Collins Business Skills and Communication

English for Practical Purposes by Patil, Valke, Thorat& Merchant- Macmillan

English Phonetics and Phonology – Peter Roach – Cambridge University Press

English Pronouncing Dictionary- Daniel Jones

English Pronunciation in Use- Martin Hewings- Cambridge University Press

English Vocabulary in Use- Felicity Odel

IELTS Advantage Speaking and Listening Skills- Jonathan Marks

Merriam-Webster's Vocabulary Builder

Pronunciation Practice Activities – Martin Hewings – Cambridge University Press

Publications
Vocabulary in Use

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Project Work	60
Total	40

Practical Component

Practical Record

Listening Comprehension

Transcription

Reading Comprehension

Proposed Structure for OE

For

I and II Semesters

Semester I

Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/Assessment
OE 1	Corporate Communication	3	3	60+40
		Semester II		
OE 2	Travel Writing	3	3	60+40

OE I
Corporate Communication
Proposed Syllabus for I Semester

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

Programme Outcomes

1. To formulate briefs and speeches
2. To write press releases
3. To handle media relations
4. To help in drafting communication strategies

Syllabus

Module I

Principles of Communication

Module II

The Art of Corporate communication

Module III

Kinds of Communication

Module IV

Communication Strategies

Module V

Business Letter Writing

Module VI

Communication related to Business meetings

Module VII

Media Relations

Module VII

E-Mail Etiquette

Module IX

Presentation Skills

Reference:

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

Corporate Communication: A Guide to Theory and Practice: Joep P. Cornelissen

Corporate Communication: Paul Argenti

English for Practical Purposes : Patil, Valke, Thorat and Merchant- Macmillan

OE II

Travel Writing

Proposed Syllabus for II Semester

Programme Outcomes:

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

Syllabus

Module I

Introduction to Travel Writing

Definition

History of Travel writing

Module 2

Travel Writing Today

Module 3

Qualities of a Travel Writer

Module 4

Specialised Travel Writing

Techniques of Travel Writing

Module 5

Illustrations and Photographs

Module 6

Write a travelogue with inputs

Travel Blogs

Reference:

Travel Writing and the Empire. Sachidananda Mohanty

Cambridge Introduction to Travel Writing, New York: Cambridge University

Gutkind, Lee. The Art of Creative Nonfiction

Indian Travel Writing, 1830-1947: Pramod K. Nayar

Literature, Travel and Colonial Writing: Andrew Hadfield

Nine Lives: William Dalrymple

The Routledge Companion to Travel Writing: Indian Travel Writing: Shobhana Bhattacharji

BANGALORE UNIVERSITY

THREE YEAR UNDERGRADUATE PROGRAMME

(Courses effective from Academic Year 2014-15)



SYLLABUS OF COURSES TO BE OFFERED

Foundation Course: **Environment and Public Health**

Overview

The physical environment in which people live is an important determinant of health. At certain levels of exposure, contaminants in our air, water, food and soil can cause a variety of adverse health effects. Environmental health is a component of the public health system and is committed to protecting the health of the public and enhancing quality of life by assessing, correcting, controlling, and preventing those factors in the environment that can adversely affect human health. The prevention of injury, disease and death that may result from interactions of people with their environment is the goal of the environmental health program. Responsible citizens owe it to our government to keep the environment pristine as much as possible. Our per capita energy consumption also has to match the energy demands for sustainable development. The curriculum aims at providing solutions to some of the grand challenges facing the nation.

Objectives and Expected outcome

- Awareness of public health hazards posed by our environment, including physical features such as global warming, chemical features such as automobile emissions, contaminants in drinking water, and biological features such as putrefying organic matter.
- Impact of governmental policies and urbanization on degradation of the environment.
- Education, public- private partnership, corporate social responsibility (CSR) and change in management as way forward towards improving the Public Health thresholds.
- Educating the students on environmental policies with respect to water, air, forest and wildlife of the country.

Every Semester, teaching will be spread over 16 weeks including two weeks for review.

BANGALORE UNIVERSITY
FOUNDATION COURSE CBSS SYLLABUS FOR ALL UNDER GRADUATE
PROGRAMME

EPH: ENVIRONMENT AND PUBLIC HEALTH

General Course: UG

Course Structure: CBSS

Course: Foundation Course

Code Course Title: EPH : **Environment and Public health**

Scheme of Examination and Credits
Foundation Course (I.II.III and IV Sem)

Paper No	Title of the paper	Type of paper	Hour/ week	Duration of exam in hrs	Exam Marks	IA Marks	Total Marks	Credits
EPH	Environment and Public health	T	3	3	70	30	100	1
	Total marks and credits for I Sem						100	1

Scheme of Internal Assessment

Marks assigned	30
Tests	10
Assignments/Field work	15
Attendance	05

The internal assessment marks shall be based on tests, assignments/field work and attendance

CBSS SYLLABUS FOR ENVIRONMENT AND PUBLIC HEALTH

1 Credits/Week= 3hrs/Week, 40hrs/semester

70 Marks

Unit I - Linkages between Environment and Health

Hours

Understanding linkages between Environment and Public Health: Effect of quality of air, water and soil on health. Perspective on Individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health.

06

Unit II - Climate Change and Implications on Public Health

Global warming - Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants, pesticides); Manifestations of Climate change on Public Health- Burning of Fossil fuels , automobile emissions and Acid rain.

08

Unit III – Diseases in Contemporary Society

Definition- need for good health- factors affecting health. Types of diseases - deficiency, infection, pollution diseases- allergies , respiratory, cardiovascular, and cancer Personal hygiene- food - balanced diet. Food habits and cleanliness, food adulterants, avoiding smoking, drugs and alcohol.

Communicable diseases: Mode of transmission -epidemic and endemic diseases. Management of hygiene in public places - Railway stations, Bus stands and other public places. Infectious diseases: Role of sanitation and poverty case studies on TB, diarrhea, malaria, viral diseases .Non-communicable diseases: Role of Lifestyle and built environment. Diabetes and Hypertension.

10

Unit IV - Perspectives and Interventions in Public Health

Epidemiological perspectives — Disease burden and surveillance; Alternative systems of medicine - Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH); Universal Immunization Programme (UIP); Reproductive health-Youth Unite for Victory on AIDS (YUVA) programme of Government of India. Occupational health hazards-physical-chemical and biological. Occupational diseases- prevention and control.

08

Unit V - Environmental Management Policies and Practices

Municipal solid waste management: Definition, sources, characterization collection and transportation and disposal methods. Solid waste management system in urban and rural areas. Municipal Solid waste rules.

Policies and practices with respect to Environmental Protection Act, Forest Conservation Act, Wild life protection Act, Water and Air Act, Industrial, Biomedical and E waste disposal rules.

08

Assignment /Field Work

- Examining local cuisines for dietary diversity.
- Examining National Health Survey data e.g. National Family Health Survey, Annual Health surveys.
- Survey of Immunization coverage in a particular area.
- To establish if there is a relation between GDP and life expectancies/Health parameters.
- Survey of Respiratory allergies.
- Examining household/institutional/market/neighborhood wastes and their disposal mechanism.
- Survey of households along the Arkavathi and Cauvery River for life expectancy and common ailments and diseases.
- Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
- Documentation of festival/fasting and mapping of agro-ecological cycles.
- Definitions of poverty - Governmental policies on poverty mitigation - facts and fiction.
- Health indicators vis- a-vis income groups.
- Deforestation and flooding - myth or fact?
- Smoking and Lung Cancer
- Estimation of water-demands of a city/town.
- Adapting water-harvesting technology - survey, sustainability.

- Quantitative relation between bio-resource and consumer products - bathing soap, paper, furniture & construction as related to trees.
- Differential access to water - demand and actual access.
- Transport losses in water supply.
- Storage losses in food grain.
- Study of sewage treatment plants.
- Social perspective - child-health and small scale industries.
- Document infant immunization.
- Studying effective programme implementation - Reproductive health.
- Opportunities of physical activities in neighborhood - Study of built environment - Land-use pattern in Urban Settlements.
- Air quality in Delhi.
- Changing transport means in Delhi - CNG.
- Rituals and environmental pollution e.g. water, noise, air.
- Dialogue with doctors and paramedics.
- Methods of consultation of doctors.
- Population pressure/growth and resource degradation.
- Nutritional disorders/deficiencies in different populations groups-surveys.
- Compose and enact street plays. Create posters/ audio-video materials/ greeting cards highlighting environmental issues.
- Collecting information on medicinal plants.
- Collecting information from elders and other prominent persons.
- Occupational hazards and health issues.
- Water-borne diseases - exacerbation by irrigation projects.
- Alternate medicines - use of therapies for different diseases categories.
- Lifestyle diseases.
- Pollutants in air/water/soil and their effect on health.
- FDI in specific manufacturing Industries and local health problems.
- Differential pricing policy of petroleum products and environmental pollution - case studies.
- Wildlife Protection Act - case studies.
- Bhopal Gas Tragedy- Science, Laws and Public Health
- Changing Human Development Indices over time – in India/other countries.
- Supply, demand and gap filling –role of ground water

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1. Indian Academy of Paediatrics. (2011). *Guidebook on Immunization*. mfc bulletin, 45-50.
2. Nandini N, Sunitha N. and Sucharita Tandon, (2007), Environmental Studies, Sapna Book House, Bangalore
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5. Park, K. (2011). *Preventive and Social Medicine*. Benarsi Das Publications, (pp. 16- 19,24-27).
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8. Sekhsaria, **P.** (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. *Biotropica*, 39(5), 575-577.
9. Tyler Miller and Scott E. Spoolman 'Environmental Science' (2012) 13th edition First Indian Reprint Chapters 14-17 (total pages 108) Cengage Learning, New Delhi. www.cengage.co.
10. UNDP. (2013). The Human Development Report, The Rise of the South: HumanProgress in Diverse World. New York: UNDP, (also available in Hindi),
11. Wani, M., & Kothari, A. (2007, July 15). Protected areas and human rights India: the impact of the official conservation model on local communities. *Policy Matters*, 100-114.

E-resources:

1. www.traditionalmedicine.nic.in
2. www.moef.nic.in
3. www.iucn.org/india/
4. www.who.int
5. www.wwfindia.org
6. www.unep.org

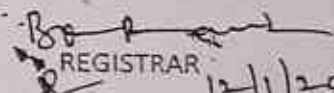
NOTIFICATION

Sub: Introduction of new Compulsory Core Paper "Ability Enhancement Compulsory Courses" (AECC- Environmental Studies) in lieu of Environmental and Public Health - reg.

- Ref:**
1. UGC D.O letter No. F.1-2/2017 (CPP-II) dt: 19/06/2017, received from the Secretary University Grants Commission.
 2. Resolution of the Ordinary Meeting of the Academic Council held on 26/09/2017.
 3. Notification No: Aca-II/Civic Sense/2012/13, dt: 05/01/2013.

Pursuant to the resolution of the Ordinary meeting of the Academic Council held on 26/09/2017 and as per directions received from the UGC, the Vice-Chancellor is pleased to notify new Compulsory Core Paper "Ability Enhancement Compulsory Courses" (AECC- Environmental Studies) in lieu of Environmental and Public Health - (Fundamental core paper introduced from the academic year 2014-15). The new Syllabus of Compulsory core paper - "Ability Enhancement Compulsory Courses" (AECC- Environmental Studies) in lieu of Environmental and Public Health is to be introduced from the academic year 2018-19 onwards for all Undergraduate courses under the Faculties of Arts, Science, Commerce and Hotel Management Stream. The Syllabus and Scheme of Examination is annexed herewith.

BY ORDER


 REGISTRAR
 12/11/2018

Note:

1. Eligible Post Graduate Lecturers from any one of the Bio-Sciences Departments, i.e., Geology, Botany, Zoology, Geography, Economics and Environmental Studies.
2. The Paper setters are preferably from the above said subjects except Geography.
3. The colleges who do not have the above departments/subjects may get guest lectures from the above category.

To:

1. All the Deans of the Faculties of Arts, Science and Commerce, BUB.
2. All the Principals of affiliated colleges of Bangalore University offering UG Courses.

Copies to:

1. The Chairpersons of Board of Studies, UG, BUB.
2. The Director, PMEB, Bangalore University, Bangalore.
3. The Registrar (Evaluation), Bangalore University, Bangalore.
4. The Deputy Registrar, Examination Branch, Bangalore University, Bangalore.
5. The Director, Prasaraanga, Bangalore University, Bangalore -with a request to publish the same in the next Bangalore University Gazette.
6. The System Analyst, BUB- with a request to upload this notification along with Syllabus in the official website of Bangalore University.
7. The Concerned Superintendents of Academic Section- III and I, Examination Branch, BUB.
8. The P.S to Vice-Chancellor/Registrar/Registrar (Evaluation) and P.A to F.O, BUB.

UNIVERSITY GRANTS COMMISSION

Ability Enhancement Compulsory Course (AECC – Environment Studies)

Unit 1 : Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

(2 lectures)

Unit 2 : Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

(8 lectures)

Unit 4 : Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

(8 lectures)

Unit 5 : Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

Unit 6 : Environmental Policies & Practices

(8 lectures)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. (7 lectures)

Unit 7 : Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). (6 lectures)

Unit 8 : Field work

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc. (Equal to 5 lectures)

Suggested Readings:

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2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
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5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
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8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
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14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
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19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾಲಯ
ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಕಾಂ.
ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಘಟಕ I. ನಾಡು - ನುಡಿ :

- 1.1 ಕಟ್ಟುವವು ನಾವು - ಎಂ. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ 003
- 1.2 ಏರುತಿಹುದು ಹಾರುತಿಹುದು ನೋಡು - ಕೇಶವರಡ್ಡಿ ಹಂದ್ರಾಳ 005
ನಮ್ಮ ಬಾವುಟ
- 1.3 ಒಳಮನೆಯ ಕನ್ನಡಕ್ಕೆ ಪ್ರಾಣವಾಯು - ನಾಗೇಶ್ ಹೆಗಡೆ 014
ಬೇಕು
- 1.4 ಓದುಪಠ್ಯ : ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಮತ್ತು - ಬಿ.ರಂಗೂರು ರಾಮಚಂದ್ರಪ್ಪ 022
ಸ್ವಾಯತ್ತತೆ

ಘಟಕ II. ಸಂಸ್ಕೃತಿ :

- 2.1 ಹುಸೇನಬಿಯ ಕೋಳಿ C - ಬಿ.ಟಿ.ದೇಸಾಯಿ 031
- 2.2 ಗೆಳೆಯ ಪಂಜರದೊಳಿಲ್ಲ ABC - ಬಿ. ಲಿಂಕೇಶ್ 047
- 2.3 ಪಾಟನಗಳು - ಬಸವಣ್ಣ, ಅಲ್ಲಮಪ್ರಭು, 057
ಅಕ್ಕಮಹಾದೇವಿ
- 2.4 ಓದುಪಠ್ಯ : ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ: - ರಹಮತ್ ತರೀಕೆರೆ 060
ಒಂದು ಚಿತ್ರ

ಘಟಕ III. ಜಾಗತೀಕರಣ :

- 3.1 ಗೆಡುಗ ಮತ್ತು ಎರೆಹುಳ - ಎಸ್.ಜಿ. ಸಿದ್ದರಾಮಯ್ಯ 074
- 3.2 ಕಣ್ಮರೆಯಾದ ಕಾಡು - ಜಯಂತ್ ಕಾಯ್ಕಿಣಿ 076
- 3.3 ಜಾಗತೀಕರಣ : ಪರ್ಯಾಯ - ಸಿ. ಮುರಾರಿ ಬಲ್ಲಾಳ 090
ಸಾಧ್ಯತೆಗಳು
- 3.4 ಓದುಪಠ್ಯ : ಆ ಹಕ್ಕಿ ಬೇಕಾದರೆ - ಎ.ಕೆ. ರಾಮಾನುಜನ್ 099

ಘಟಕ IV. ಸೃಜನ :

- AB 4.1 ಮಣಿಮಂಜರಿ (ಜನಪದ ಕತೆ) C - ಪಂ: ವಿ.ಕೆ.ರಾಜಶೇಖರ 102
- AB 4.2 ಶಿಕ್ಷಣಾಡಳಿತದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿ ಪಾತ್ರ 7 ಬಿ.ಜಿ.ಎಲ್. ಸ್ವಾಮಿ 107
- AB 4.3 ಜೆಸ್ಸಿ ಓವೆನ್ಸ್-ರತಮಾನದ ಅಟಗಾರ 4 - ಕೆ.ಪುಟ್ಟಸ್ವಾಮಿ 116
- 4.4 ಅಕ್ಷರದ ಬೆನ್ನತ್ತಿ ಅರಿವ ಹುಡುಕುತ್ತಾ - ಅಪ್ಪಗರೆ ಸೋಮಶೇಖರ 124

ಪರಿವಿಡಿ

I. ಸಂಬಂಧ

- | | |
|-----------------------------|---------------------------------------|
| 1. ನಾವು ಮಕ್ಕಳಲ್ಲವೇ ? | - ಎಸ್.ವಿ.ಸಿದ್ದರಾಮಯ್ಯ |
| 2. ಸಂಬಂಧ | - ಸಜ್ಜಿದಾ ಭೂಮಿಗೌಡ |
| 3. ತಾಯಿಯ ವಿಲವು | - ರಷ್ಯನ್ ಮೂಲ : ಮ್ಯಾಕ್ಸಿಂ ಗಾರ್ಕಿ |
| | ಅನುವಾದ : ಕೆ.ಎ.ಸುಬ್ಬಣ್ಣ |
| 4. ನಮ್ಮ ಮನೆಯ ದೀಪ (ಓದು ಪಠ್ಯ) | - ಹಾ.ಮಾ.ನಾಯಕ |

II. ಆಚರಣೆ

- | | |
|-----------------------------------------------|--------------------------------|
| 1. ಪೂಜಾರಿ | - ಎ.ಕೃ.ಗೋಕಾಕ್ |
| 2. ಶೂಲ | - ಡಾ.ಬೆ.ಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣಿ |
| 3. ಬೆಂಗಳೂರಿನ ಕರಗ: | - ಡಾ.ಕೆ.ಮರುಳ ಸಿದ್ದಪ್ಪ |
| ಚಾರಿತ್ರಿಕ, ಪೌರಾಣಿಕ,
ಮತ್ತು ಸಾಮಾಜಿಕ ಹಿನ್ನೆಲೆ | |
| 4. ಹಲ್ಲು ಮತ್ತು ಬಲಿ (ಓದು ಪಠ್ಯ) | - ಡಾ.ಬಿ.ಟಿ.ಲಲಿತಾನಾಯಕ |

III. ಅಭಿವೃದ್ಧಿ

- | | |
|--------------------------------------------------|------------------------------|
| 1. ವ್ಯಕ್ತಿ ಸಂಹಾರ | - ಅಶೋಕ ನರೋಡೆ |
| 2. ಸ್ವಾತಂತ್ರ್ಯೋತ್ತರ ಭಾರತದ
ಅಭಿವೃದ್ಧಿ ಪ್ರಗತಿ: | - ಡಾ.ಬಿ.ಆರ್.ಚಂದ್ರಶೇಖರ್ |
| 3. ಕೃಷಿ ಸತ್ಯವೂ ವಿಜ್ಞಾನ ನಿನಗಾಗಲಿ | - ಸುಧೀಂದ್ರ ಹಾಲ್ವಾಡ್ಕರ್ |
| 4. ಅನನ್ಯತೆ ಅಭಿವೃದ್ಧಿಗಳ
ಜೊತೆ ಸಮಾನತೆ (ಓದು ಪಠ್ಯ) | - ಎಸ್.ಆರ್.ವಿಜಯಶಂಕರ |

IV. ವೃಷ್ಟಿ

- | | |
|-------------------------------------------------|------------------------------|
| 1. ಚಿಂತಾಮಣಿಯಲ್ಲಿ ಕಂಡ ಮುಖ | - ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ |
| 2. ಬೇಗ್ಮಾ | - ಯಶವಂತ ಚಿತ್ತಾಲ |
| 3. ಅಕ್ಕಿಯ ಬೆಳೆವ ಪಲ
(ಅಕ್ಕಿಯ ಪದ್ಧತಾಲಿ ಅತ್ಯಕಥನ) | - ನಿರೂಪಣೆ: ಡಾ.ಯೋಮಿನಿಕ್ |
| 4. ನಮ್ಮ ಸಮಾಜ- | - ಎಂ.ಬಸವಣ್ಣ |
| ಓಂದು ಮೌಲ್ಯಮಾಪನ (ಓದು ಪಠ್ಯ) | |

ಪರಿವಿಡಿ

ಪರಿವಿಡಿ

ಮುಟ ಸಂಖ್ಯೆ

೧. ಪ್ರೇಮ :

ಆಶಯ : ಗಂಡ ಹೆಂಡತಿ - ಡಾ. ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ	೧
ಮುಟ್ಟುಂಜಿ - ಡಾ. ಜಿ.ಪಿ. ರಾಜರತ್ನಂ	೩
ಎಲ್ಲಿ ಪ್ರೀತಿ ಇದೆಯೋ ಅಲ್ಲಿ ದೇವರಿಂದಾನೆ - ಲೆವ್‌ಟಾಲ್ಸ್‌ವಾಯ್	೫
ಅನುವಾದ : ಶ್ರೀನಿವಾಸ ಎ. ಸುತ್ತಾವೆ	
ಲಲಿತಳ ವಿದ್ಯಾಭ್ಯಾಸ - ಎ.ಎನ್. ಮೂರ್ತಿರಾವ್	೨೨
ಓದು ಪಠ್ಯ : ಗೌತಮಿ ಹೇಳಿದ ಕಥೆ - ಡಾ. ಮಾಸ್ತಿ ವೆಂಕಟೇಶ ಅಯ್ಯಂಗಾರ್	೩೩

೨. ಶಾಂತಿ :

ಆಶಯ : ಬ್ಲೆನ್‌ಹಿಮ್ ಕದನ - ಬಿ.ಎಂ.ಶ್ರೀ.	೫೬
ಹಾಲು - ಗಂಗಾಧರ ಚಿತ್ತಾಲ	೬೦
ಅಂಗುಲಿಮಾಲ - ಡಾ. ಪ್ರಭುಶಂಕರ	೬೨
ಅಹಿಂಸೆಯ ಜಯಭೇರಿ - ಗಾಂಧೀಜಿ	೧೧೦
ಓದು ಪಠ್ಯ - ಕಾಶಿಯಲ್ಲಿ ಕಂಡದ್ದೇನು - ಸರಿತಾ ಕುಸುಮಾಕರ ದೇಸಾಯಿ	೧೧೬

೩. ವರ್ತಮಾನ :

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ಬಿ.ಕಾಂ.

೨ನೇ ಸೆಮಿಸ್ಟರ್

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ಮಾಸ್ತಿ ವೆಂಕಟೇಶ ಅಯ್ಯಂಗಾರ್

ಮೂಲ: ಎರಿಕ್ ಫ್ರಾಂ

ಅನು: ಡಾ. ಕೆ.ವಿ. ನಾರಾಯಣ

ಡಾ. ಎಚ್.ಎಸ್. ರಾಘವೇಂದ್ರರಾವ್

ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ

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೨. ಹಾವಾಡಿಗರ ಹುಡುಗ

೩. ಪಣಂಬೂರು ಬಂದರು

೪. ಕೆನ್ನಾಯಿ (ಓದು ಪಠ್ಯ)

ಕುವೆಂಪು

ಸು.ರಂ. ಎಕ್ಕುಂಡಿ

ಡಾ. ಎಚ್. ನಾಗವೇಣಿ

ಕೃಪಾಕರ-ಸೇನಾನಿ

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೨. ದೇವರು: ೧. ಗಂಟೆ (ಜೆನ್ ಕತೆ)

೨. ಅನ್ವೇಷಣೆ

೩. ವಚನ

೪. ತ್ರಿಪದಿ

೫. ದೇವರುಗಳ ರಾಜ್ಯದಲ್ಲಿ

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ಎ.ಎನ್. ಮೂರ್ತಿರಾವ್

ಕೆ.ವಿ. ಸುಬ್ಬಣ್ಣ

ಡಾ. ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ

ಅಲ್ಲಮ

ಜನಪದ

ಬೊಳುವಾರು ಮಹಮದ್ ಕುಂಞ

ಜನಪದ

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ಮೂಲ: ಸಿಂಧಿಯಾ ಸ್ಟೀಫನ್



BENGALURU CENTRAL UNIVERSITY

BA

SYLLABUS FOR POLITICAL SCIENCE


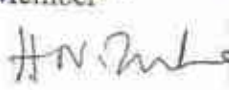


CHOICE BASED CREDIT SYSTEM

(SEMESTER SCHEME)

2019-2020 onwards

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN POLITICAL SCIENCE (UG) FOR BENGALURU CENTRAL UNIVERSITY HELD ON 29th MARCH 2019 at 11.30 AM IN THE CANARA BANK SCHOOL OF MANAGEMENT STUDIES, CENTRAL COLLEGE CAMPUS, BENGALURU - 560 001.


Members Present:

1.	Prof. Muzaffar H. Assadi Special Officer, Raichur University, GU PG Centre, Jnanatunga Campus, Yeragera, Raichur	Chairman 
2.	Mrs. Usha H N Assistant Professor Acharya Patashala College of Arts and Science, N.R. colony, Bangalore-19	Member 
3.	Sri. K.H. Prakash Associate Professor Basaveshwara College of Arts, Science and Commerce, 2nd Block, Rajajinagar, Bangalore-10	Member  29/3/19
4.	Mr. Revappagouda Patil Associate Professor HKES Veerendrapatil Degree College, 11th main, 11th Cross, Sadashivanagar, Bangalore-80	Member
5.	Dr. Nagesh M Associate Professor Maharani Arts, Commerce & Management College for Women, Sheshadri Road, Bangalore-9	Member
6.	Mr. Somaiah P.E Associate Professor, Dept. of Political Sc., St. Joseph's College of Arts & Science, (Autonomous) P.B. No.27094, Lalbhagh Road, Bengaluru -27.	Member
7.	Mrs. Mahalakshmi. K Assistant Professor S.J.R College for Women 1/D, 59 th C Cross, 4 th M Block, Rajajinagar, Bengaluru 560 010	Member
8.	Dr. Sannaswamy, Department of Pol. Science, Siddaganga College for Women, BH Road, Tumkur	Member  29/03/19
9.	Dr. Rajaram Tolpadi, Retired Professor of Political Science	Invitee

The Chairman welcomed the members to the UG BOS meeting of Bengaluru Central University. Board after a detailed discussion with regard to preparation of Syllabus has resolved as follows:


- 1) The Board scrutinized the syllabus and incorporate changes and necessary modification and approved the same
- 2) The Board also recommends to the university to conduct at least two workshops before the commencement of academic year on the proposed syllabus for the teachers of BCU (Political science)
- 3) The Board also resolved to approve the proposed seam of examination including the Credit system
- 4) The Board recommended to increased number teaching hour existing four hours to five hours for Final year (fifth and sixth semester)
- 5) The Board is resolved to recommend that the paper on the constitution should be ^{taught} ~~thought~~ by teachers of political science and law only


The Chairman thanked the members for their presence and participation in the discussion


29/05/19
Member

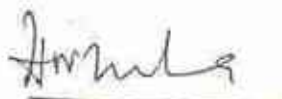

Member



Member


Member


Member


Member


Member


Invitee


Chairman

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

The B.A Political Science Course is a Choice Based Credit System (Semester Scheme) spread over six semesters. The objective of the course is to provide a firm grounding in the subject, imbibe analytical skills and to develop a realistic and pragmatic perspective on the local, regional, national and international issues that figure in the syllabus.

The syllabus has been designed according to the needs of BCU. Many new and innovative papers are being offered in keeping with the changing times and circumstances, as well as the larger societal needs. The titles and detailed contents of the papers are mentioned below. All the Papers in the syllabus are provided with an extensive Reading list.

Course objectives

- Emphasis on value-based politics studies.
- Imparting knowledge of the science, art and skills of governance and administration
- Gain an understanding of National and International political Issues.
- Create discursive scholars and active citizens
- Mould politically responsible and conscious citizens.
- Motivating students to appear for competitive examinations and prepare them for other careers.



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

BA I YEAR SEMESTER I

Paper 1 – Core Concepts of Political Science

SEMESTER II

Paper 2 – Political Theory

BA II YEAR SEMESTER III

Paper 3.1 –Modern Governments: Government of USA and UK
Or

3.2-Indian Government and Politics
(Institutions can offer one or both the papers)

BA II - SEMESTER IV

Paper 4.1- Political Thought

Or

4.2- Indian constitution- Processes
(Institutions can offer one or both the papers)

BA III - SEMESTER V

Paper 5.1 - Public Administration

Paper 5.2 - International Politics

BA III – SEMESTER VI

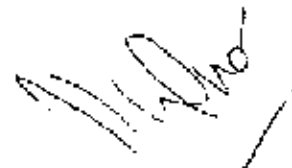
Paper 6.1- Advanced Public Administration

Paper 6. 2 - International Organization and Foreign Policy

COMPULSORY PAPER-Indian Constitution and Human Rights

1st Semester B.COM, BBA

2nd Semester BA, BSC, BCA, BFA,BHM



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

QUESTION PAPER PATTERN

BA CHOICE BASED CREDIT SYSTEM (SEMESTER SCHEME)

Total Marks: 100 Time: 3 hours

NOTE: Read Instructions carefully. All parts are compulsory except for their internal options.

PART – A

Instructions: Answer any three from the following in about 60 words each. All questions carry equal marks. $3 \times 5 = 15$ marks

- 1)
- 2)
- 3)
- 4)
- 5)

PART – B

Instructions: Answer any four from the following in about 200 words each. All questions carry equal marks. $4 \times 10 = 40$ marks

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

PART – C

Instructions: Answer any three from the following in about 400 words each. All questions Carry equal marks. $3 \times 15 = 45$ marks

- 1)
- 2)
- 3)
- 4)
- 5)



Bengaluru Central University

COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS BA, POLITICAL SCIENCE CHOICE BASED CREDIT SYSTEM

(SEMESTER SCHEME)

Subject	Papers	Instruction hrs Per Week	Duration Of Exam	Marks IA	Marks Exams	Marks Total	Credits
Paper -1	Core Concepts of Political Science	1x5	1x3	1x50	1x100	1x150	1x3
Paper -2	Political Theory	1x5	1x3	1x50	1x100	1x150	1x3
Paper -3.1 Or Paper 3.2	Modern Governments: Government of USA and UK Indian Government & Politics	1x5	1x3	1x50	1x100	1x150	1x3
Paper -4.1 Or Paper 4.2	Political Thought Indian Constitution-processes	1x5	1x3	1x50	1x100	1x150	1x3
Paper -5.1	Public Administration	1x5	1x3	1x50	1x100	1x150	1x3
Paper -5.2	International Politics	1x5	1x3	1x50	1x100	1x150	1x3
Paper -6.1	Advanced Public Administration	1x5	1x3	1x50	1x100	1x150	1x3
Paper -6.2	International Organization and Foreign Policy	1x5	1x3	1x50	1x100	1x150	1x3

Compulsory Paper for all U.G. Courses - Indian Constitution & Human Rights

Subject	Papers	Instruction hrs Per Week	Duration Of Exam	Marks IA	Marks Exams	Marks Total	Credits
Paper	Indian Constitution & Human Rights	1x4	1x3	1x30	1x70	1x100	1x3

[Signature]
5

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

BREAK UP OF INTERNAL ASSESSMENT MARKS

MID-SEMESTER TESTS	25
ASSIGNMENTS	15
SEMINAR/PROJECT/PARTICIPATION	10
TOTAL	50



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

I semester

PAPER-1 -CORE CONCEPTS OF POLITICAL SCIENCE

Unit I

Introduction: Meaning, Nature, Scope and Importance of Political Science;
Approaches to the study of Political Science: Normative, Empirical,
Behavioural and Post-Behavioural

Unit II

State: Meaning, Nature and Elements of State;
Theories of Origin of State: Divine, Social Contract, Evolutionary & Marxist theory.
State in the age of Globalisation, State and Civil Society.

Unit III

Sovereignty: Meaning, Characteristics and Types.
Theories – Monistic and Pluralistic.

Unit IV

Law: Meaning, Sources and Types.
Liberty: Meaning & Types.
Equality: Meaning & Types
Justice: Meaning & Kinds
Inter-relationship between Law, Liberty, Equality.

Unit V

Power, Authority, Legitimacy, Political Obligation.
Rights and Duties: Meaning. Kinds – Civil, Economic and Political.
Citizenship - Meaning & Kinds; citizenship and rights
Human Rights and their safeguards.

Essential Reading

- Vinod, M.J. and Deshpande, M. (2013). *Contemporary Political Theory*. New Delhi: PHI Learning.
Johari, J.C. (2012). *Contemporary Political Theory*. New Delhi: Sterling.
Heywood, A. (2007). *Political Ideologies*. New Delhi: Palgrave Macmillan.
Heywood, A. (2007). *Politics*. New York: Palgrave Macmillan.
Bhagwan, V. and Bhushan, V. (2011). *Principles and Concepts of Political Theory*. Noida: Kalyani.
Mahajan, V.D. (2010). *Political Theory*. New Delhi: S Chand.
Singhal, SC. (2009). *Political Theory*. Agra: Lakshmi Narain Agarwal.
Gokhale, B.K. (2006). *Political Science: Theory and Governmental Machinery*. Mumbai: Himalaya Publishing House.
Kapur, A.C. (2006). *Principles of Political Science*. New Delhi: S. Chand.
Appadorai, A. (2005). *The Substance of Politics*. New Delhi: OUP.
Laski, H.J. (2007). *Grammar of Politics*. New Delhi: Surjeet.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II semester

PAPER- 2 – Political Theory

Unit I

Political Theory: Nature and Scope; Traditions of political theory- Idealist, Materialist, Conservative, Liberal & Radical Perspectives.

Unit II

Liberalism: Meaning, Nature and Characteristics; Types – Classical, Utilitarian, Libertarian and Neo-Liberal.

Unit III

Socialism: Meaning and Elements:

Early Socialism – Charles Fourier, St. Simon, Robert Owen, Proudhon.

Marxism: Marx, Lenin and Mao.

Democratic Socialism.

Unit IV

Democracy: Evolution and Meaning.

Types – Direct and Representative (Territorial, Minority, Proportional, Functional).

Theories of Democracy-Classical, Liberal and Pluralist.

Models of Democracy – Deliberative, Associational and Participatory.

Challenges before Democracy.

Unit V

Ideologies: Imperialism and Colonialism, Nationalism Fascism, Gandhism, and Feminism.

Essential Reading

Vinod, M.J. and Deshpande, M. (2013). *Contemporary Political Theory*. New Delhi: PHI Learning.

Johari, J.C. (2012). *Contemporary Political Theory*. New Delhi: Sterling.

Heywood, A. (2007). *Political Ideologies*. New Delhi: Palgrave Macmillan.

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Mahajan, V.D. (2010). *Political Theory*. New Delhi: S Chand.

Singhal, SC. (2009). *Political Theory*. Agra: Lakshmi Narain Agarwal.

Gokhale, B.K. (2006). *Political Science: Theory and Governmental Machinery*. Mumbai: Himalaya Publishing House.

Kapur, A.C. (2006). *Principles of Political Science*. New Delhi: S. Chand.

Appadorai, A. (2005). *The Substance of Politics*. New Delhi: OUP.

Laski, H.J. (2007). *Grammar of Politics*. New Delhi: Surjeet.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II Year Third Semester

Paper -3.1 – Modern Governments:

Unit I

Introduction: meaning of constitution, constitutionalism and Government; classification of Governments- Traditional, Monarchy and Aristocracy; Modern – Federal, Unitary, Parliamentary and Presidential;

Unit II

Government of United Kingdom: salient features, conventions, Monarchy- Powers and Functions, Prime Minister and Council of Ministers- powers and functions.

Parliament -House of Lords and House of Commons: composition powers and functions.

Rule of Law, Party system.

Unit III

Government of USA: Making of the US Constitution, Salient features, Congress: House of Representatives and Senate - Composition, Powers and Functions,

President: Election powers and functions.

Judiciary: Supreme Court -Composition, Jurisdiction and working; Judicial Review

Political parties and pressure groups – Role, Lobbying.

Unit IV

South Africa: Salient Features, parliament: Composition, Powers and Functions.

Executive: powers & Functions.

Party System.

Unit V

Government of China: Features of 1982 constitution, National People's congress (powers & Functions), President – powers, functions and position; Premier- Powers and functions; communist party and Politburo

READINGS

1. Neil Schlagler and Jayne Weisblatt (2013) World Encyclopedia of Political Systems and Parties (Viva Books: New Delhi)

2. Daniele Caramani (2012), Comparative Politics (Oxford University press, New Delhi) 3.

A.C.Kapur, Select Constitutions

4. V.K.Khanna, Comparative Study of Government and Politics

5. J.C.Johari, Major Modern Political systems

6. K.K.Ghai, Select Political Systems

7. K.K.Ghai, Modern Governments



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II Year Third Semester

Paper – 3.2 Indian Government and Politics

Unit I

Introduction: constitutionalism in India (with special Reference to Acts of 1909, 1919, 1935 and 1947 Acts).

Constituent Assembly & Framing of the Constitution.

Philosophy of the constitution – the Preamble & Salient Features. Debate on Basic Structure

Unit II

Key Concepts: Citizenship; Fundamental Rights and Duties; Directive Principles of State Policy; Secularism and Socialism

Unit III

Union and State Legislature: Composition, powers and functions. Presiding officers. Law making process. Committee system. Debate on the working of the Legislatures.

Unit IV

Union and State Executive: President and Vice – President - Method of election, powers and functions. Prime Minister and the Council of Ministers - powers and functions.

Governor, Chief Minister and Council of Ministers – Powers and Functions.

Parliamentary and Presidential forms of government: debate.

Unit V

Union and State Judiciary: Supreme Court and High Courts - composition and jurisdiction. Judicial review.

Public interest litigation and judicial activism. Judicial Reforms.

Essential Reading

Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.

Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.

Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.

Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.

Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.

Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.

Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.

Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.

Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.

Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II Year Fourth Semester

Paper-4.1 - Political Thought

Unit I

Ancient Greek Political Thought: Greek philosophical traditions; Plato- Ideal City State, Justice, Education, Communism and Philosopher King; Aristotle – State, Citizenship, Classification of Constitutions and Revolution.

Unit II

Medieval Political Thought – Roman Political thought – An introduction. Church and State in Medieval Europe; St. Augustine and St. Thomas Aquinas. Transitory political thought- Machiavelli.

Unit III

Foundations of Liberal Political thought- Thomas Hobbes, John Locke
French Enlightenment - J.J.Rousseau & Voltaire.

Unit IV

Early Indian political traditions: Manu, Shukracharya, Kautilya and Shanthiparva

Unit V

Modern Indian Political Thought and tradition: Gandhi, Nehru, Ambedkar & Moulana Azad

READINGS

1. Sharma S.K and Urmila Sharma ((2013) Western Political Thought, Volumes 1&2, (New Delhi: Atlantic Publishers)
2. Stephen Trombley (2012) Fifty Thinkers Who Shaped the Modern World (London: Atlantic Books)
3. Shefali Jha (2010) Western Political Thought: From Plato to Marx (New Delhi: Pearson)
4. Brian R. Nelson (2007) Western Political Thought: From Socrates to the Age of Ideology (New Delhi: Pearson Education)
5. R.P. Kangle (2010) Kautilya's Arthashastra (New Delhi: Motilal Banarsidass Publishers)
6. C.L. Wayper (1979) Political Thought (Bombay: BI Publishers)
7. George Sabine - A History of Political Thought 8. D.R. Bhandari - History of European Political Philosophy 9. P.G. Das - History of Political Thought



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II Year Fourth Semester

Paper-4.2- Indian constitution- Processes

Unit I

Federalism: Unitary and federal features; Union – State relations- Legislative, Administrative and Financial.

State Autonomy: Sarkaria Commission Recommendation; NCRWC (National Commission to review the working of the Constitution (NCRWC- Justice M.N Venkatachaliah Commission report) recommendations on Centre- State Relations.

Unit II

Constitutional Amendments: Amendment Procedures – Important Constitutional Amendments-1st, 24th, 42nd, 44th, 73rd, 74th, and 104th.

Unit III

Political parties and pressure groups: Party System in India.

National and Regional parties.

Politics of Pressure group

Unit IV

Electoral System: Features of Indian Electoral System: Constitutional Provisions – Representation of People's Act, 1951; Election Commission – Organization, Powers & Functions. State Election Commission – powers & Functions.

Political Defections & Anti Defection Law (52 nd Amendment).

Electoral Reforms.

Unit V

Major Debates: Secularism-communalism; Development and underdevelopment; Majority VS Minority; Social Movements in Contemporary Indian- Farmers, Dalits, Ecology and Working class

Essential Reading

Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.

Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.

Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.

Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.

Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.

Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.

Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.

Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.

Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.

Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

III year Fifth semester

Paper 5.1 - Public Administration

Unit I

Introduction

Meaning, nature and scope of public administration; Evolution of the discipline of Public administration; Significance of public administration; Private and Public Administration

Unit II

Theories and Principles of Organization

Organization-Meaning and types; Principles of organization- Hierarchy, Unity of command and Span of control. Theories of organization- Scientific Management theory (Taylor and his associates), Classical theory of organization (Henry Fayol), Human relations theory (Elton Mayo and his associates) Bureaucratic theory (MaxWebber);

Unit III

Structure of Administrative organization

Chief Executive- Power and functions; Line, Staff and Auxiliary agencies; Departments; Public corporations; Government companies; Boards and commissions

Unit IV

Dynamics of Management

Leadership- Meaning, qualities and types; Communication-Meaning, methods and Barriers; Planning-Meaning and kinds; Public relations- Meaning and nature; Entrepreneurship – Meaning & Nature (Peter Drucker)

Unit V

Personnel administration

Meaning and objectives; Position classification; Recruitment; Training; Promotion; Discipline; Pay and retirement benefits; Generalist versus Specialist debate.

Essential Reading

- Sharma, M.P. et al. (2012). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
- Polinaidu, S. (2013). *Public Administration*. New Delhi: Galgotia.
- Henry, N. (2012). *Public Administration and Public Affairs*. New Delhi: PHI Learning.
- Fadia, B.L. and Fadia, K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahitya Bhawan.
- Sapru, R.K. (2011). *Public Policy: Art and Craft of Policy Analysis*. New Delhi: PHI Learning.
- Basu, R. (2005). *Public Administration: Concepts and Theories*. New Delhi: Sterling.
- Bhagwan, V. and Bhushan, V. (2005). *Public Administration*. New Delhi: S. Chand.
- Bhattacharya, M. (2011). *New Horizons of Public Administration*. New Delhi: Jawahar.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

III year Fifth semester

Paper 5.2 - INTERNATIONAL POLITICS

Unit I

International Politics: Nature, Scope and Importance; Theories - Idealist, Realist theories, Systems theory, Game theory and Decision Making Theory

Unit II

Nation state and National power: idea of Nation state, National Power- Meaning & Elements; national Interest: Meaning and Elements; Foreign Policy- Meaning, Formulation and Implementation. Diplomacy: Meaning, Types and Functions

Unit III

War and Global Terrorism

War: Meaning, Nature, Types, Causes and Remedies of war.

Global Terrorism: Meaning & Features; Role of State & Non- State Actors in Global Terrorism, Combating Terrorism.

Unit IV

Approaches to International Peace: Balance of Power; Collective Security; Pacific Settlement of International Disputes; Disarmament and Arms Control – Problems and Issues.

Unit V

International Law and Human Rights: Nature, Sources and Sanctions of International Law; Role of UN and UNHR; Role of Non-Governmental Organisations in the promotion of Human Rights.

Essential Reading

Palmer, N.D. and Perkins, H.C. (2007). *International Relations*. New Delhi: AITBS.

Malhotra, V.K. (2001). *International Relations*. New Delhi: Anmol.

Kumar, M. (1995). *Theoretical Aspects of International Politics*. New Delhi: Shiva Lal Agarwala.

Goldstein, J.S. (2007). *International Relations*. New Delhi: Pearson.

Ghai, K.K. (2005). *International Relations: Theory and Practice of International Politics*. New Delhi: Kalyani.

Ghai, UR. (1988). *International Politics*. Jalandhar: New Academic Publishing.

Jaitley, A. (1983). *International Politics: Major Contemporary Trends and Issues*. New Delhi: Sterling.

Prakash, C. (1985). *International Politics*. New Delhi: Vikas.

Srivastava and Joshi. (1997). *International Relations*. Meerut: Goel.

Ramkrishna, H.T. (1993). *International Relations*. Tiptur: Lalitha Prakashana.

Appadorai, A. and Rajan, M.S. (1985). *India's Foreign Policy*. New Delhi: South Asian Publishers.



Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

III year Sixth semester

Paper 6.1- Advanced Public Administration

Unit I

Financial Administration

Nature and importance of budget

Formulation, Legislation & Implementation of budget

Performance budget

Zero base budgeting system

Unit II

Accountability and Control

Concept of Accountability and Control

Legislative, Executive and Judicial control over administration

Citizen and Administration

Central Vigilance Commission

Lokpal and Lokayukta

Unit III

Administrative power- Administrative adjudication and Delegated legislation; Meaning, Growth, Merits & Demerits, Safeguards

Unit IV

New Frontiers

Comparative Public Administration

Development Administration

New Public Administration

New Public Management

Unit V

Contemporary Issues

Governance to Good Governance

E-Governance

Right to Information (RTI)

Food Security Act, 2013 and forest dwellers act-2006

Essential Reading

Sharma, M.P. et al. (2012). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.

Polinaidu, S. (2013). *Public Administration*. New Delhi: Galgotia.

Henry, N. (2012). *Public Administration and Public Affairs*. New Delhi: PHI Learning.

Fadia, B.L. and Fadia, K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi:

Sahitya Bhawan.

Sapru, R.K. (2011). *Public Policy: Art and Craft of Policy Analysis*. New Delhi: PHI Learning.

Basu, R. (2005). *Public Administration: Concepts and Theories*. New Delhi: Sterling.

Bhagwan, V. and Bhushan, V. (2005). *Public Administration*. New Delhi: S. Chand.

Bhattacharya, M. (2011). *New Horizons of Public Administration*. New Delhi: Jawahar,

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

III year Sixth semester

Paper 6.2 – International Organization and India's Policy

Unit I

International Organization

International Organizations: League of Nations.- Origin, purposes, principles and organization and working; Achievements, Shortcomings

United Nations – Origin, purposes, principles and organization and working; Achievements, shortcomings and Reforms.

Unit II

International Political Economy: meaning & fundamentals

Regional co-operation – European Union (EU), ASEAN, SAARC, BRICS, African Union, SAFTA and OAU

Unit III

International Relations in the context of Globalization: Global Economic Governance; Neo-Liberalism, World Bank, IMF, WTO.

Unit IV

Major Issues in International Politics: NIEO (New International Economic Order), North South & South- South Dialogue; Global Governance

Unit V

Foreign Policy of India: Features, Objectives and Trends (Looking East Policy, India and the N.A.M).

India's relations with Major Powers- U.S.A, Russia and China.

India's Relations with Neighbours- Pakistan, Bangladesh, Sri Lanka and Nepal

Essential Reading

Palmer, N.D. and Perkins, H.C. (2007). *International Relations*. New Delhi: AITBS.

Malhotra, V.K. (2001). *International Relations*. New Delhi: Anmol.

Kumar, M. (1995). *Theoretical Aspects of International Politics*. New Delhi: Shiva Lal Agarwala.

Goldstein, J.S. (2007). *International Relations*. New Delhi: Pearson.

Ghai, K.K. (2005). *International Relations: Theory and Practice of International Politics*. New Delhi: Kalyani.

Ghai, UR. (1988). *International Politics*. Jalandhar: New Academic Publishing.

Jaitley, A. (1983). *International Politics: Major Contemporary Trends and Issues*. New Delhi: Sterling.

Prakash, C. (1985). *International Politics*. New Delhi: Vikas.

Srivastava and Joshi. (1997). *International Relations*. Meerut: Goel.

Ramkrishna, H.T. (1993). *International Relations*. Tiptur: Lalitha Prakashana.

Appadorai, A. and Rajan, M.S. (1985). *India's Foreign Policy*. New Delhi: South Asian Publishers.

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

INDIAN CONSTITUTION AND HUMAN RIGHTS

(Compulsory Paper for all U.G. Courses)

Chapter 1: Indian Constitutional philosophy

- a) Features of the constitution; preamble
- b) Fundamental Rights and Fundamental Duties
- c) Directive Principles of State Policy

Chapter 2: Union and state Legislature, Executive and judiciary

- a) Union parliament and state Legislature: Powers and functions
- b) President, prime minister and council of ministers
- c) State Governor, Chief minister and council of ministers
- d) The Supreme Court and High Court; Powers and Functions

Chapter 3: Concept and Development of Human Rights

- a) Meaning Scope and Development of Human Rights.
- b) First, Second, Third and Fourth Generation Human Rights
- c) U.N. and Human Rights – UNHRC
- d) Human Rights Groups- Amnesty international & Human Rights Watch.

Chapter 4: Human Rights in India

- a) Protection of Human Rights Act, 1993 (NHRC and SHRC)
- b) Judicial Activism and Human Rights
- c) Women Rights, Child rights, Green Rights, Minority rights, Tribal rights and LGBT Community.

Essential Reading

- Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.
- Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.
- Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.
- Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.
- Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.
- Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.
- Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.
- Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.
- Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.
- Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

BANGALORE UNIVERSITY

Soft Skills ('Mrudu Kousalya') Paper

3rd Semester B.A./B.Com./B.B.M./B.H.M. from 2015-16

SCIENCE AND SOCIETY

2 Credits

Max. Marks: 100

Hours of Teaching: 39-42

Objectives

We inhabit a world today that is shaped significantly by Science and Technology(S&T). S&T has enriched our lives and proved to be beneficial in our livelihoods. At the same time, many of the products of S&T pose challenges, and in ways, even threaten the existence of societies. This course, meant for students of the humanities/commerce streams, is to provide an overview of the nature of S&T and its interaction with society. It is meant to provide a broad introduction to the most significant discoveries and inventions of modern science that have changed our lives and to bring into focus the need for developing a critical appraisal of the issues related to the connection of S&T with society.

Notes to the Instructor(s)

1. All the units under this syllabus may be taught by any qualified science Post-Graduate teacher. However, the units may be taught in collaboration with the concerned faculty.
2. **Unit I (A):** A brief introduction to science and the practice of the scientific method as it has come to be understood in the 20th century, with a historical outline that provides a flavor of the developments that led to modern science and the contributions of different civilizations in this direction.
- Unit I (B):** A discussion on how the discoveries of science transform to technologies and also how technologies have enabled to ask new scientific questions with suitable examples.
3. **Unit II:** This unit explores through specific examples, the discoveries in science that have profoundly impacted civilizations. It is to provide some basic information and introduce some of the consequences of the products of these discoveries on the safety of humans.
4. **Unit III:** This unit is to explore the impact of S&T on socio-economic sphere and the lives of individuals. It will also delve into environmental issues concerned with the deployment of technologies on a large scale.

Unit I: Introduction to Science:

(13 Hours)

A. What is Science & History of Science

(4 hrs.)

- *What is Science? The revolutions in Physics - Contributions of Copernicus and Galileo; A brief history of the Renaissance in Europe; Age of Enlightenment; Industrial Revolution; Science in the 20th century.*

- *Modern Science and the Scientific Method* (2 hrs.)
A discussion on hypothesis, experimentation, criteria for experimentation, theorizing, and the open-ended nature of the scientific quest
 - *Science in other Cultures* (2 hrs.)
A brief exploration of science and technology in pre-modern era with emphasis on India in areas of Mathematics, Metallurgical Sciences, Medicine and Health
- B. The interdependence of Science and Technology
- *Molecular basis of disease and vaccination* (1hr.)
 - *Laser and photonics applications* (1 hr.)
 - *Microscopy and applications* (1 hr.)
- C. Science and the Public (2 hrs.)
- *Discussion on the need for an informed public in a democracy about S&T, Science policy and research funding, S&T and development*

Unit II: Modern Science and its impact on Societies:

(13 Hours)

- *Theory of Evolution: A lecture summarizing the modern theory of evolution of species and its implications* (1 hr.)
- *Discovery of Antibiotics: What is an antibiotic and how does it work? A brief history of the discovery of antibiotics and its impact on health. Adversities due to misuse of antibiotics* (2 hrs.)
- *Soaps, Detergents, Polymers and Chemicals: Their use and abuse* (2 hrs.)
- *Atomic Energy : Introduction to fission and fusion reactions, atomic reactors and power plants; nuclear weapons; Chernobyl accident* (2 hrs.)
- *Space Sciences: History of space exploration; Sputnik and US space programme; Modern satellites, Applications in weather prediction and analysis; remote sensing with reference to Indian space programme.* (2 hrs.)
- *Genetics and human health: Introduction to gene, DNA and basis of heredity; some issues of health linked to genetics* (2 hrs.)
- *Nanotechnology, Smart materials: Introduction to nanotechnology and examples of some devices that use nanotechnology. A brief survey of smart materials* (2 hrs.)

Unit III: Science, Life and Livelihoods:

(13 Hours)

- *India's agricultural productivity and dairy development: The Green and White Revolutions; The Gene Revolution and GM Crops* (3 hrs.)
- *Information Revolution: The impact of internet and web-based technologies* (2 hrs.)
- *Impact of high-tech devices on emotional, social and cognitive facets of humans* (2 hrs.)
- *Energy issues and renewable energy sources: solar, wind, bio-fuels* (3 hrs.)
- *Climate Change* (3 hrs.)

Reference List

- Bala, Arun, 2008, *The Dialogue of Civilizations in the Birth of Modern Science*, New York, NY: Macmillan.
 - Biswas, Arun Kumar (Edited), 2001, *History, Science and Society in the Indian Context : A Collection of Papers*, The Asiatic Society, xv, 474 p, ISBN : 8172361033.
 - Fouad Abd-El-Khalick, 2005, *Developing Deeper Understandings of Nature of Science: The Impact of a Philosophy of Science Course on Pre-service Science Teachers' Views and Instructional Planning*, International Journal of Science Education , Vol. 27, Iss. 1.
 - Russell, B., (1985), *The Impact of Science on Society*, Psychology Press.
 - Singh, S., K. C. Garg, S. Pruthi, B. Dutt (2001) *Indicators of Indian Science and Technology*, (NISTADS), Allied Publishers.
 - Stanford Encyclopedia of Philosophy: Helen Longino's "*The Social Dimensions of Scientific Knowledge*" (HTML) [www.http://plato.stanford.edu/entries/scientific-knowledge-social/](http://plato.stanford.edu/entries/scientific-knowledge-social/)
 - University of California, Berkeley: Understanding Science: P. Godfrey-Smith's "*The Philosophy of Science*" (HTML) <http://undsci.berkeley.edu/article/philosophy>
-

Scheme of Examination

End-Semester Examination: 70 marks

Internal Assessment: 30 marks (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)

Total: 100 marks

Question Paper Pattern for End-Semester Examination

a. 40 Multiple-Choice Questions x 1 mark = 40 marks

b. 15 Multiple-Choice Questions x 2 marks = 30 marks

Total = 70 marks

**Syllabus and Scheme for Mrudukousalya at UG level
IV Semester B.A, B.Ss, B.C.A,B.Com, BBM or BHM**

No. of Credits: 2

Max Marks:

70

No. of Hours:42

Internal Assessment: 30

Personality Development

Introduction:

Personality Development is a development of the organized pattern of behaviours and attitudes that make a person distinctive. It is concerned with the views of others and how they realize you and what they see in you. It occurs by on-going interaction of temperament, character and environment. Erik Erikson provided an insight full description as to how personality develops based on his extensive experience. He has identified eight phases of the socialisation process of an individual. Five of them occur during infancy, childhood and adolescence. Personality Development is different from self-development which is generally perceived as same. They are related to each other.

But eastern philosophy in general and Indian spirituality in particular understands personality from a different context. Swami Vivekananda says, "Personality Development in the real sense refers to deeper level of a person". Hence, he opines that a study of personality should start from a clear grasp of nature of our mind, and how it functions. Mind has four fold functions like manas, buddhi, chitta and ahamkara. He has identified four essential qualities for personality development. They are faith in oneself, think positive thoughts, attitude towards failures and mistakes, self-reliance & renunciation and service.

Unit:1 18 HRS

Self-Awareness: Meaning of self-awareness-Components –Improving self-awareness- Benefits of Understanding self

Goal setting: Meaning of goal and goal setting – Short, medium and long term goals-Importance of goal setting- Choices/selection of setting goals-Steps for goal setting –SMART goals.

Creativity: Meaning of Creativity - Difference with Innovation-Barriers to creativity-Steps to stimulate creativity-Understanding and importance of human values-Difference with ethics, Ideals in life – Becoming a role model

Unit ^U12 HRS

Interpersonal Skills—Meaning of Interpersonal skills- Need to develop Interpersonal skills- Components of Interpersonal skills- Techniques required to improve skills- Benefits of effective interpersonal skills

Stress Management: Meaning of stress- Factors causing stress- Positive and negative types of stress- Effects of stress on body and mind-Stress removal techniques.

Unit ^U12 HRS

Time Management: What and why of Time Management – Necessity and benefits of time management – Tools of time management-How to manage time wisely

Leadership Development: Meaning and Importance-Types of leadership styles-Theories of leadership

Pedagogy:

1. Activities exercises and assignments have to be given not less than 40% weightage
2. Appropriate Case studies could be used
3. You tube videos to be used effectively

References:

1. Vikas (Life skills Manual) : Published by:Member Secretary & Executive Director,KarnatakaJnanaAayoga (Karnataka Knowledge Commission) Govt of Karnataka ,Copy Right:2010 Karnataka JnanaAayoga
2. ManikaGhosh, "Positivity -A way of Life", Published by Orient Blackswan Pvt Ltd
3. Swami Vivekananda,"Personality Development", Published by Ramakrishna Math And Ramakrishna Mission (December 2011)

Eligibility for teaching:

This subject could be taught by all teachers who have undergone some training or other in the given topics.Regular trainers could also be explored

VALUE EDUCATION

Objectives:

1. To familiarize the students with value concepts.
2. To make the students aware of different types of values.
3. To enable students to understand the values in global scenario.
4. To enable students to inculcate values in day to day life.
5. To make the students to understand and respect to human rights.

Unit-1

Meaning of value education, need and purpose of value education, significance of value education in present context, different types of values, Role of family, society, and institutions in inculcation of values.

Unit-2

Value education towards human development, human values, concept of human values, personal development-ways to improve 'personality, sensitization' of people towards differently-able people, women and child, character formation towards positive personality.

Unit-2

Value education for national and global development, national and constitutional values, national integration and international understanding

Human rights- universal declaration of human rights, classification of human rights, human rights of women and children- social practice and constitutional safeguards.

Unit-3

Environmental and ecological balance- significance, need and importance, Biodiversity, prevention and preservation of natural resources.

References:

6. Das, M.S. & Gupta, V.K. : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
7. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
8. Ruhela, S.P. : Human Values and education, Sterling Publications, New Delhi, 1986

9. Kaul, G.N.: Values and Education in Independent India, Associated Publishers, Mumbai, 1975
8. NCERT, Education in Values, New Delhi, 1992.
10. Daniel and Selvamony - Value Education Today, (Madras Christian College, Tambaram and ALACHE, New Delhi, 1990)
11. T. Anchukandam and J. Kuttainimathathil (Ed) Grow Free Live Free, Krisitu Jyoti Publications, Bangalore (1995)
12. N. Venkataiah Value Education, APH Publication, new delhi, 2007

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