

Maharaja Ganga Singh University

B.A English

Semester System

2023-24

Choice Based Credit System



Prepared by
Board of Studies in English

Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic Department of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative

combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

Choice Based Credit System (CBCS)

The Choice Based Credit System (CBCS), a part of academic reform process to enhance quality of education and facilitate transferability of students from one University/institution to another at the national and international level, provides substantive autonomy to teachers to formulate their own curricula and enable them to introduce innovations in teaching and learning process and upgrade overall quality of higher education. The CBCS provides scope for Comprehensive and Continuous Evaluation (CCE) of students and encourages them to learn. The CBCS provides a cafeteria type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

The grading system is widely regarded as an improvement over the traditional marks system, which is why leading institutions in India and abroad have adopted it. Thus, there's a strong rationale for establishing a consistent grading system. This would facilitate seamless student mobility among institutions within the country and abroad, while also allowing prospective employers to accurately assess students' performances. To achieve the desired standardization in the grading system and the method for calculating the Cumulative Grade Point Average (CGPA) based on students' examination results, the UGC has devised these comprehensive guidelines.

Outline of Choice Based Credit System

(https://www.ugc.gov.in/pdfnews/8023719_guidelines-for-cbcs.pdf)

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

4. Research Component in Under-Graduate Courses

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real-life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Semester I

- **Course Code: ENG4.5 AECCT11**
- Type of the course: Ability Enhancement Compulsory Course I of Semester I
- Title of the Course: **English Language Proficiency**
- Level of the Course: NHEQF4.5
- Credit of the Course: 2
- Delivery sub-type of the course: Theory 2

Compulsory: English/MIL Communication

English Language Proficiency

Preamble: The purpose of this course is to develop vital communication skills integral to personal, social and professional interactions. The prescribed course will equip students with nuances of language that includes proficiency in grammar, its effective usage in speaking and writing. It will further help them to prepare for various competitive exams and to enhance clear and effective communication. The present course hopes to address some of these aspects through an interactive mode of teaching-learning processes and by focusing on various dimensions of communication skills. Some of these are: Language of communication, learning basic grammar and comprehension, important reading skills as well as writing skills. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. **The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below.** Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

Course objectives:

- To introduce students to phonetics and to enable them to consult dictionary for correct pronunciation.
- To provide the students with an ability to build and enrich their communication skills.
- To develop creative thinking through literature and expansion of ideas.

- To develop critical and creative thinking and help them think and write imaginatively and critically.
- Equip them with basic knowledge and language skills to pursue careers in publishing, cinema, theatre, journalism and education.
- To develop the students' abilities in grammar, oral skills, reading, writing and study skills.

Unit I

Phonetics and Morphology

Introduction to Phonetics, Symbols, Stress Patterns, Sound and Word Stress, Intonation, Prefixes and Suffixes, Parts of speech (Identification, Kinds and Usage)

Unit II

Grammar

Sentence Patterns, Determiners, Tenses, Modals, Concord

Unit III

Transformation

Active passive, Direct –Indirect, simple to complex/compound, Declarative to negative /interrogative

Unit IV

Comprehension

Comprehension of unseen prose- passage, Reading and Paraphrasing a poem, Expansion of an idea (idiom, proverb, statement)

Unit V

Writing Skills

Technical /Scientific Writing, Content Writing, e mails, Blogs, Dialogue Writing, Report writing

Evaluation Scheme

(This will apply to only to Ability Enhancement Course).

The Students shall be assessed and evaluated as per the schedule given below –

Semester end Exam -100%

It is a non-creditable Paper. The student will have to score simply a qualifying score/grade as specified in the CBCS rules.

There will be one compulsory paper of 3 Hours duration and shall carry 100 Marks. There shall be terminal examination of 100 marks at the End of the Semester. The Examination Paper shall consist of five Sections.

Section 'A' shall comprise of Unit I and will carry five questions (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.

Section 'B' shall comprise of Unit II which will carry five questions (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.

Section 'C' shall comprise of Unit III and will carry five questions (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.

Section 'D' shall consist of Four questions, out of which the candidate shall attempt any three. Each Question will carry 05 marks.

Section 'E' Shall comprise of Six Questions, out of which the candidate shall attempt any four (to be answered in 250 -300 Words each). Each Question shall carry 10 Marks. The Examiner shall set Questions in such a way so that almost the cent percent coverage of the syllabus is ensured.

Learning Outcomes

On the Successful completion of the course, the students shall be able to:

- Heighten their awareness of correct usage of English grammar in writing and speaking.
- Improve their understanding of phonetics and stress patterns.
- Give oral presentations and receive feedback on their performance
- Develop reading skills and comprehension of academic articles.
- Review the grammatical forms of English and the use of these forms in specific communicative contexts.
- Attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening
- Develop their ability as critical readers and writers.

Recommended Readings

- A. J. Thomson, Martinet, Practical English Grammar, Oxford; Fourth Edition: 1986 (1 October 1997)
- Business English, Pearson, Delhi, 2008
- English at the Workplace Part I, Macmillan, Delhi, 2008
- Fluency in English Part I, Macmillan, Delhi, 2005
- Language, Literature and Creativity, Orient Blackswan, 2013
- Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi, 2010,
- Meenakshi Raman, Technical Communication: Principles and Practice, Oxford University Press, 2017
- Michael Swan, Practical English Usage, Oxford University Press, 2016
- R.P. Bhatnagar A Textbook of General English, Popular Book Depot, Delhi, 2016
- Raymond Murphy, Intermediate English Grammar, 2nd Ed, Cambridge University Press, Cambridge,2012,

- S. D. Sharma, Textbook of Scientific and Technical Communication Writing for Engineers and Professionals Ivy Publishing House Delhi, 2008
- Sanjay Kumar and Pushplata, Communication Skills, Oxford University Press, New Delhi, 2011.