

Bhakta Kavi Narsinh Mehta University Junagadh



Faculty of Arts

Adhoc Board of Studies in English

Draft Syllabus

Bachelor of Social Work (B.S.W.)

(Semester I)

(Effective from June – 2018 onwards)

Preamble:

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

Advantages of the choice based credit system:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.

- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

Disadvantages:

- Difficult to estimate the exact marks
- Workload of teachers may fluctuate
- Demand good infrastructure for dissemination of education

B. S. W. Semester – I
Compulsory English

Total Marks: 100 (30 Internal + 70 Semester End Exam)

Total Teaching Hours: 45

Course Credit: 03

Course Objective: The Compulsory Course intends to allow the learners to receive understanding in the broad subject area and acquire knowledge and skills pertaining to the particular areas of language along with personal and social skills' enhancement. The course will strengthen the written and spoken English proficiency of the students. It will also encourage learners in working with variety of groups by improving communication skills.

Learning Outcomes: The present Compulsory Course in English will bring awareness in students regarding the language, literary text, grammar and composition. It will also enrich students' knowledge regarding the language and its expansion through literary texts.

Course Content:

- **Text: *Wise and Otherwise* by Sudha Murthy (Selected Chapters) (1 to 5) Penguin Books 2006**
- **Grammar & Composition**

Unit	Detailed Syllabus	Teaching Hours
Unit – I	Text: <i>Wise and Otherwise</i> by Sudha Murthy (Chapters 1 to 5) (Honesty Comes from the Heart; On Human Foibles; In Sahyadri Hills, A Lesson in Humility; Death Without Grief; & When the Mop Count Did Not Tally)	11
Unit – II	Grammar: Parts of Speech, Articles, Primary Auxiliaries	11
Unit - III	Grammar: Word Formation, Prefixes, Suffixes	11
Unit – IV	Composition: Dialogue Writing, Description and Narrative Skills	12

Semester End Exam: 70 Marks

Que. 1 (A) Fill in the blanks. (From the Unit - 1 (5 out of 5)	05 Marks
Que. 1 (B) Short Answer Questions. (From the Unit -1 Text 3 out of 5)	09 Marks
Que. 2 Short Notes. (From the Unit -1 (2 out of 4)	14 Marks
Que. 3 (A) Parts of speech (Fill in the blanks) (5 out of 5)	05 Marks
Que. 3 (B) Articles (Fill in the blanks) (5 out of 5)	05 Marks
Que. 3 (C) Primary Auxiliaries (4 out of 4)	04 Marks
Que. 4 (A) Word Formation (7 out of 7)	07 Marks
Que. 4 (B) Prefix Suffixes (7 out of 7)	07 Marks
Que. 5 (A) Dialogue Writing (1 out of 2)	07 Marks
Que. 5 (B) Describing an object/Narrating an event (1 out of 2)	07 Marks
