

Semester wise Detailed structure 4YUG Programme DUAL Major

Name of the Department: **English**

Semester: I

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 1 Core	Introduction to Literary Genres	4	3	1
2	DSE 1 (Elective/Optional)	Introduction to Language and Linguistics or Reading English Drama	2	1	1
3	SEC 1	Effective Communication	2	0	2
4	GE1	Language Disorder	2	1	1
5	AEC1	Listening Skills	2	1	1
6	VAC1	Environmental Education/ Environmental Sciences	2	1	1
7	IAPCD				

Semester: II

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 2 Core	Contemporary Indian Literature	4	3	1
2	DSE 2 (Elective/Optional)	Word formation in Language or Reading Essays	2	1	1
3	SEC 2	Integrated Communication	2	0	2
4	GE2	Language and Politics	2	1	1
5	AEC2	Speaking Skills	2	1	1
6	VAC2	Gender Studies Health, Wellness, Yoga Education, Sports & Fitness	2	1	1
7	IAPCD	Primary School Teaching Assistance	2*		2*

Semester: III

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 3 Core	Introduction to British Literature	4	3	1
2	DSE 3 (Elective/ Optional)	Introduction to Poetry or Children's Literature	2	1	1
3	SEC 3	Effective Writing: Academic and Business	2	0	2
4	GE3	Appreciating Short Stories	2	1	1
5	AEC3	Reading Skills	2	1	1
6	VAC3	1. Understanding India 2. Human Values and Professional Ethics 3. Cyber Security	2	1	1

Semester: IV

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 4 Core	Introduction to World Literature	4	3	1
2	DSE 4 (Elective/Optional)	Introduction to Novel <i>or</i> Women's Literature	2	1	1
3	SEC 4	Integrated Writing: Academic and Business Purposes	2	0	2
4	GE4	Language and Gender	2	1	1
5	AEC4	Writing Skills	2	1	1
6	VAC4		2	1	1
7	IAPCD		2*		2*

Semester: V

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 5 & 6 Core	History of English Language & History of English Literature	4 4	3 3	1 1
2	DSE 5 (Elective/Optional)	Literature from the Margins <i>or</i> Diasporic Literature	2	1	1

Semester: VI

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 7 & 8 Core	Introduction to Translation & English for Media	4 4	3 3	1 1
2	DSE 6 (Elective/Optional)	Travel Literature <i>or</i> Eco-literature	2	1	1

Semester: VII (Hons.)

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 & 10 Core	Approaches to Literary Criticism & Introduction to American Literature	4 4	3 3	1 1
2	DSE 7 (Elective/Optional)	Select Shakespearean Plays <i>or</i> Literature of Protest	2	1	1

Semester: VIII (Hons.)

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 11 & 12 Core	Introduction to Literary Theory & Introduction to South Asian Literature	4 4	3 3	1 1
2	DSE 8 (Elective/Optional)	Teaching English Language <i>or</i> Literature of Exile	2	1	1

Semester: VII (Research)

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 Core	Introduction to Research	4	3	1
2	IAPCD	Dissertation	4		

(for those who are doing Research in English [Major 1])

or

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 & 10 Core	Approaches to Literary Criticism & Introduction to American Literature	4 4	3 3	1 1
2	DSE 7	Select Shakespearean Plays or Literature of Protest	4	3	1

*(for those who are doing Research in other subjects and English as [Major 2])***Semester: VIII (Research)**

Major: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 10 Core	Research Methods and Techniques	4	3	1
2	IAPCD	Dissertation	8		

(for those who are doing Research in English [Major 1])

Or

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 11 Core	Introduction to Literary Theory & Introduction to South Asian Literature	4	3	1
2	DSE 8	Teaching English Language or Literature of Exile	4	3	1

*(for those who are doing Research in other subjects and English as [Major 2])***Credit hours for different types of courses**

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week.

Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

For example, a 4-credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum.

Similarly, a 4-credit course with 3-credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester-1 DSC-I (Core)

Course Title: **Introduction to Literary Genres**

Course Code:

Scheme of Instruction

Total Duration: 60 hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

Course Objectives:

- To introduce students to different literary genres, such as, short stories, poems, essays, memoirs, biographies, and autobiographies.
- To foster the ability to identify and analyze genre-specific characteristics and conventions.
- To develop critical reading skills and analytical thinking through the examination of various literary genres.
- To enhance students' understanding and appreciation of the diversity and richness of literary expression across different genres.

Course Outcomes: By the end of this course, students will be able to:

- Identify and differentiate between different literary genres.
- Recognize and evaluate genre-specific characteristics, such as narrative structure, poetic devices, rhetorical strategies, and authorial voice.
- Demonstrate an understanding of the cultural and historical contexts influencing the creation and reception of literary works.
- Develop skills in close reading, textual analysis, and effective communication of ideas related to different genres of literature.

Unit	Course Content	Instruction Hours
I	Introduction to Short Stories 1. "Yellow Fish" by Ambai 2. "The Dog of Tetwal" Saadat Hasan Manto 3. "The story of an hour" by Kate Chopin	15
II	Introduction to Poems 1. "Marriages are Made" Eunice De Souza 2. "Telephone Conversation" by Wole Soyinka 3. "Small-Scale Reflections on a Great House" by A.K. Ramanujan	15
III	Introduction to Essays 1. "Ghosts of Mrs. Gandhi" by Amitav Ghosh 2. "Shakespeare's Sister" by Virginia Woolf 3. "Why I Write" by George Orwell	15
IV	Introduction to Memoirs, Biographies and Autobiographies 1. "Snapshot of a Dog" by James Thurber 2. Tony Morrison: A Biography of a Nobel Prize-Winning Writer by Barbara Kramer (Chapter 2- "Stories, Ghosts and Dreams") 3. <i>Oru Keri</i> by Siddalingaiah (Part I, Excerpt)	15

Examination and Evaluation Pattern: 10 Objective questions
05 Short questions of 6 marks each
03 Essay questions of 10 marks

Suggested Readings:

Charters, Ann. *The Story and Its Writer: An introduction to short fiction*. Boston: Bedford, 2010.

Klarer, Mario. *An Introduction to Literary Studies*. London and New York: Routledge, 2013.

Pollack, Eileen. *Creative Nonfiction: A guide to form, content and style, with readings*. Boston: Cengage Learning, 2008.

Prasad, B. *A Background to the Study of English Literature*. Delhi: Macmillan, 2008.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester- I DSE 1 (Elective/Optional)

Course Title: **Introduction to Language and Linguistics** Course Code:

Scheme of Instruction

Total Duration: 30hrs.
Periods/Week: 2
Credits: 2
Instruction Mode: Lecture/Discussion/Simulation

Scheme of Examination

Maximum Marks: 50
Internal Evaluation: 15
End Semester: 35
Exam Duration: 2 hrs.

Course Objective:

- Understand the basic concepts, principles, and methods used in the study of linguistics.
- Acquire knowledge of the core subfields of linguistics and their interconnections.
- Develop the ability to analyze linguistic data and construct logical arguments based on linguistic evidence.
- Gain an appreciation of the complexity and diversity of human languages.
- Recognize the interdisciplinary connections between linguistics and other fields of study.

Course Outcome:

CO1. Understand and apply foundational knowledge in linguistics and phonetics, including the International Phonetic Alphabet (IPA), to analyze and interpret speech sounds in various languages.

CO2. Comprehend and apply the principles of morphology and syntax in the study of word and sentence structure, and understand the concepts of grammatical categories, constituent analysis, and universal grammar.

CO3. Gain a strong understanding of semantics and pragmatics, the study of meaning and context-dependent meaning in language, respectively. Develop the ability to analyze speech acts, implicature, and the use of figurative language in various contexts.

CO4. Understand the sociolinguistic factors that influence language variation and change, and comprehend the principles of language acquisition, especially as they relate to the development of language in children.

CO5. Develop a strong understanding of language processing, and gain insights into computational linguistics as an intersection of language and technology.

Unit	Course Content	Instruction Hours
I	Foundations of Linguistics 1. Introduction to Linguistics 2. Phonetics: The Study of Speech Sounds 3. Morphology: The Study of Word Structure	15
II	Syntax, Semantics and Pragmatics 1. Syntax: The Study of Sentence Structure 2. Semantics: The Study of Meaning 3. Pragmatics: The Study of Context-Dependent Meaning	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Borer, H. (2017). Morphology and syntax. In A. Spencer & A. M. Zwicky (Eds.), *The handbook of morphology* (pp. 149-190). Blackwell.
2. Campbell, L. (2004). Historical linguistics: The state of the art. *Linguistics today: Facing a greater challenge*, 1, 109.
3. Carr, P. (2019). *English Phonetics and Phonology: An Introduction*. John Wiley & Sons.
4. Fromkin, V., Rodman, R., & Hyams, N. (2014). *An Introduction to language*. Wadsworth, Cengage Learning.
5. Griffiths, P. (2006). *Introduction to English Semantics and Pragmatics*. Edinburgh University Press.
6. Mesthrie, R. (2009). *Introducing Sociolinguistics*. Edinburgh University Press.
7. Terrell, T. D. (1977). A Natural Approach to Second Language Acquisition and Learning. *The modern language journal*, 61(7), 325-337.

Four Year Under Graduate Programme (FYUGP)ENGLISH

Semester-1

DSE 1 (Elective/Optional)

Course Title: **Reading English Drama**

Course Code:

Scheme of Instruction

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objectives: To familiarize students to British drama, its origin and development, and to introduce them critically to the select text under study.

Course Outcomes: Upon the completion of the course the students are expected to have learnt dramatic forms and techniques.

Unit	Course Content	Instruction Hours
I	1. Origin, History and Development of British Drama 2. Dramatic forms (farce, satire, chorus, dance etc) 3. Brief discussion on Aristotle's theory of Drama	15
II	1. Features of Elizabethan drama 2. Life & works of Christopher Marlowe 3. <i>Dr Faustus</i> : Reading & Critical appreciation	15

Examination and Evaluation Pattern: 05 Objective type questions
05 Short questions of 4 marks each
01 essay type questions of 10 marks

Recommended Reading:

- 1) Edward Albert, (1979). *History of English Literature*. Oxford: OUP.
- 2) Keefer Michael ed. (2007) *The Tragical History of Dr Faustus*. Broadview Press
- 3) Peacock Ronald, (1957). *The Art of Drama*. London: Routledge and Kegan Paul.
- 4) Braunmuller A.R. & Hattaway Michael ed. (2003) *The Cambridge Companion to English Renaissance Drama*. Cambridge: CUP
- 5) Happe Peter (1999) *English Drama before Shakespeare*. London. Routledge
- 6) Deats Munson Sara ed. (2010) *Dr Faustus: A Critical Guide*. Continuum International

Four Year Under Graduate Programme (FYUGP)ENGLISH

Semester: 1

Course Title: **Effective Communication**

Course Code:

SEC-I

Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objective:

The objective of this course is to provide students with a solid foundation in effective communication skills and enhance their ability to communicate verbally, nonverbally, in writing, and in interpersonal and professional settings.

Course Outcomes:

By the end of the course, students will be able to: a) Understand the fundamentals of effective communication, b) Demonstrate effective verbal communication skills. c) Exhibit proficiency in nonverbal communication skills, d) Develop strong written communication skills, including noting and summarising, e) Enhance interpersonal communication skills, including conflict resolution and negotiation, f) Acquire professional communication skills, including business etiquette and effective presentation delivery.

Unit	Course Content	Instruction Hours/ Credits
I	Introduction to Communication 1. Basics of Communication 2. Verbal Communication Skills 3. Nonverbal Communication Skills	15
II	Enhancing Communication Skills 1. Written Communication Skills 2. Interpersonal Communication Skills 3. Professional Communication Skills	15

Examination and Evaluation Pattern: 5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Readings:

Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). *Effective Communication and Soft Skills*. New Delhi: Pearson.
Carnegie, D. (2010). *How to Win Friends and Influence People*. Pocket Books.
Carnegie, D. (2010). *The Quick and Easy Way to Effective Speaking*. Pocket Books.
Carnegie, D. (2011). *Effective Communication Skills*. Pocket Books.
Langan, J. (2008). *College Writing Skills with Readings (7th ed.)*. New York: McGraw-Hill.
Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.
Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.
Sweeney, S. (2009). *English for Business Communication*. Cambridge University Press.
Sweeney, S. (2011). *Communicating in Business: A Short Course for Business English Students*. Cambridge University Press.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester: I

GE1

Course Title: **Language Disorder**

Course Code:

Scheme of Instruction

Total Duration: 30hrs.
Periods/Week: 2
Credits: 2
Instruction Mode: Lecture/Discussion/Simulation

Scheme of Examination

Maximum Marks: 50
Internal Evaluation: 15
End Semester: 35
Exam Duration: 2 hrs.

Course Objective:

- Understand theories and perspectives of language acquisition and apply them to real-world contexts.
- Analyze and interpret research findings on factors that influence language acquisition.
- Develop an appreciation for the complexity of language structures.
- Understand the practical implications of language acquisition research.
- Develop research skills and design and present research on language acquisition topics.

Course Outcome:

CO1. Gain the ability to define and differentiate various types of language disorders, understanding the unique characteristics and impacts of each.

CO2. Develop a comprehensive understanding of the roles of nature and nurture in language development, exploring the interplay of genetic and environmental factors.

CO3. Understand the assessment process for diagnosing language disorders, becoming familiar with steps such as screening, referral, and the use of standardized tests.

CO4. Gain proficiency in using qualitative assessment tools for diagnosing language disorders, enhancing their practical skills in this area.

CO5. Be able to identify different types of speech disorders and understand the various assessment tools and diagnostic criteria used for their identification, contributing to their overall competency in the field.

Unit	Course Content	Instruction Hours
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I	Overview of Language Disorders <ol style="list-style-type: none"> 1. Definition and types of language disorders 2. Distinction between language and speech disorders 3. Assessment tools and diagnostic criteria 	15
II	Treatment and Emotional Implications of Language Disorders <ol style="list-style-type: none"> 1. Strategies for targeting receptive and expressive language skills 2. Treatment approaches for different types of language disorders 3. Reasons and strategies for promoting inclusion in school and community settings. 	15

Examination and Evaluation Pattern:

- 5 Objective type questions
- 05 Short questions essay of 4 marks each
- 01 essay type questions of 10 marks each

Recommended Reading:

1. Baghai-Ravary, L., & Beet, S. W. (2012). *Automatic speech signal analysis for clinical diagnosis and assessment of speech disorders*. Springer Science & Business Media.
2. Crosbie, S., Holm, A., & Dodd, B. (2005). Intervention for children with severe speech disorder: a comparison of two approaches. *International Journal of Language & Communication Disorders*, 40(4), 467-491.
3. Dabrowska, E. (2004). *Language, mind and brain: Some psychological and neurological constraints on theories of grammar*. Edinburgh University Press.
4. Grech, H., & McLeod, S. (2012). Multilingual speech and language development and disorders. In *Communication disorders in multicultural and international populations* (pp. 120- 140). Elsevier.
5. Lees, J., & Urwin, S. (1992). Children with language disorders. *Child Language Teaching and Therapy*, 8(1), 91-93.
6. Martin, J. A. M. (2012). *Voice, speech, and language in the child: Development and disorder*. Springer Science & Business Media.
7. Urwin, S., & Lees, J. (1995). *Speech and language therapy for children with language disorders*. Routledge.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester: 1

AEC-I

Course Title: **Listening Skills**

Course Code:

Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objectives: The course aims at the following objectives:

1. Students will be able to explain the importance of listening skills.
2. Students will be able to define different types of listening skills.
3. Students will be able to apply different strategies to enhance their listening skills.
4. Students will be able to demonstrate effective listening skills in different contexts.

Course Outcomes: Upon the completion of the course, the students are expected to have enhanced their listening skills in English.

Unit	Course Content	Instruction Hours
I	Introduction to Listening Skills <ol style="list-style-type: none"> 1. Importance of listening skills 2. Types of listening skills 3. Strategies to enhance listening skills 	15
II	Developing Listening Skills <ol style="list-style-type: none"> 1. Listening for specific information and main ideas 2. Listening for inferences and critical evaluation 3. Listening to informative talks, persuasive speeches, and panel discussions 	15

Examination and Evaluation Pattern:

- 5 Objective type questions
- 05 Short questions essay of 4 marks each
- 01 essay type questions of 10 marks each

Recommended Readings:

1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.

Four Year Under Graduate Programme (FYUGP) ENGLISH**Semester-II****DSE2 Core**Course Title: **Contemporary Indian Literature**

Course Code:

Scheme of Instruction

Total Duration: 60 hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

Course Objectives: Familiarize students with the short story and poetry of Indian writing in English**Course Outcomes:** Students are expected to appreciate style, theme, ethos and form of short story and poetry written by Indians belonging to different geographical and linguistic regions of India. It is hoped that a common or diverse thread running through the literature will be observed along with an understanding of the reason for the same

UNIT	Course Content	Instruction Hours
I	1. Brief History of Indian Writing in English 2. Ezekiel: Good Bye Party to Miss Pushpa T.S. 3. Sri Sri: Forward March	15
II	1. English Poetry in India 2. Jayanta Mahapatra: A Country n 3. Gauri Deshpande: The Female of the Species	15
III	1. A Brief History of the Short Story in India 2. R. K. Narayan: The 'M.C.C'. 3. Sadat Hasan Manto: Toba Tek Singh	15
IV	1. Women Short Story Writers in Indian Writing in English 2. Qurratulain. Hyder: The Sound of Falling Leaves 3. Ambai: Squirrel	15

Examination and Evaluation Pattern:

10 Objective questions

05 Short questions of 6 marks each

03 Essay questions of 10 marks

Recommended Reading

Modern Indian Literature Poems and Short Stories, Department of English University of DelhiIyengar, S. K. R. (1985). *Indian Writing in English*. New Delhi: Sterling.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester: II
DSC-II (Elective/Optional)

Course Title: **Word Formation in Language**

Course Code:

Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objective:

- To introduce students to the principles and theories of word formation in language.
- To explore the various processes of word formation, including derivation, compounding, blending, and conversion.
- To analyze the morphological structure and properties of words in different languages.
- To examine the relationship between word formation and meaning.
- To foster critical thinking skills in analyzing and evaluating word formation patterns in language.

Course Outcomes:

Upon completion of this course, students will be able to:

CO1. Identify and analyze different processes of word formation in various languages.

CO2. Understand and explain the morphological structure and properties of words.

CO3. Recognize and evaluate the relationship between word formation and meaning.

CO4. Apply knowledge of word formation patterns to analyze and interpret unfamiliar words.

CO5. Demonstrate critical thinking skills in assessing and comparing word formation systems across languages.

Unit	Course Content	Instruction Hours
I	Basics of Word Formation 1. Introduction to Morphology and Word Formation 2. Morphemes: Roots, Affixes, and Combining Forms 3. Types of Word Formation: Derivation and Compounding	15
II	Advanced Topics in Word Formation 1. Blending and Clipping: Creation of New Words 2. Conversion and Zero Derivation 3. Reduplication and Repetition: Constraints in Word Formation	15

Examination and Evaluation Pattern:

- 05 Objective-type questions
- 05 Short questions essay of 4 marks each
- 01 Essay-type question of 10 marks

Recommended Reading:

1. Matthews, P. H. (1991). *Morphology*. Cambridge University Press.
2. Haspelmath, M., & Sims, A. (2013). *Understanding morphology*. Routledge.
3. Pounder, A. (2011). *Process and paradigms in word-formation morphology* (Vol. 131). Walter de Gruyter.
4. Lieber, R. (2021). *Introducing morphology*. Cambridge University Press.
5. Plag, I. (2018). *Word-formation in English*. Cambridge University Press.
6. Lieber, R. (1992). *Deconstructing morphology: Word formation in syntactic theory*. University of Chicago Press.
7. Bauer, L. (1983). *English word-formation*. Cambridge University Press.

Four Year Under Graduate Programme (FYUGP)ENGLISH

Semester-II DSC-II (Elective/Optional)

Course Title: **Reading Essays**

Course Code:

Scheme of Instruction

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objectives: To introduce students to the various literary forms in essay writing and the background of English Essay.

Course Outcomes: Upon the completion of the course the students are expected to clearly understand and treat Essay as a distinct genre and learn about the rich and vibrant tradition of essay writing around the world.

Unit	Course Content	Instruction Hours
I	Background to the Essay 1. Francis Bacon: "Of studies" 2. Joseph Addison: "A Friend of Mankind" 3. Charles Lamb: "Dream Children"	15
II	1. George Orwell: "Shooting an Elephant" 2. J. B. Priestley: "On Doing Nothing" 3. A. G. Gardiner: "In Defence of Ignorance"	15

Examination and Evaluation Pattern: 05 Objective type questions
05 Short questions of 4 marks each
01 essay type questions of 10 marks

Recommended Reading:

1. Blaisdell, B. (Ed.). (2005). *Great English Essays: From Bacon to Chesterton*. NY: Dover.
2. Gigante, D. (2008). *The Great Age of English Essay: An Anthology*. London: Yale University Press.
3. Lopate, P. (1995). *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*. NY: Anchor Books.
4. Williams, Emrys. *A Book of English Essays*. India: Penguin Classics, 2000.

Four Year Under Graduate Programme (FYUGP)ENGLISH

Semester: 2 SEC-II

Course Title: **Integrated Communication**

Course Code:

Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objective:

The objective of the course is to equip undergraduate Level 1 students with the essential knowledge, skills, and strategies necessary for effective communication in the English language. Through this course, students will develop proficiency in speaking, listening, reading, and writing in English.

Course Outcomes:

By the end of the course, students will be able to: Understand the basics of communications b) comprehend and respond effectively in English, c) Apply integrated communication strategies, d) Deliver effective presentations in English, e) Demonstrate interpersonal communication skills in English, f) Exhibit professionalism in English communication.

Unit	Course Content	Instruction Hours
I	Foundations of Communication 1. Foundations of Communication 2. Speaking and Listening Skills 3. Reading and Writing Skills	15
II	Communication Types and Strategies 1. Public Speaking and Presentation Skills 2. Interpersonal Communication 3. Business Communication	15

Examination and Evaluation Pattern: 5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Readings:

- Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). Effective Communication and Soft Skills. New Delhi: Pearson.
 Carnegie, D. (2010). How to Win Friends and Influence People. Pocket Books.
 Carnegie, D. (2010). The Quick and Easy Way to Effective Speaking. Pocket Books.
 Carnegie, D. (2011). Effective Communication Skills. Pocket Books.
 Langan, J. (2008). College Writing Skills with Readings (7th ed.). New York: McGraw-Hill.
 Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.
 Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.
 Sweeney, S. (2009). English for Business Communication. Cambridge University Press.
 Sweeney, S. (2011). Communicating in Business: A Short Course for Business English Students. Cambridge University Press.

Four Year Under Graduate Programme (FYUGP) ENGLISH

Semester: 2

GE-II

Course Title: **Language and Politics**

Course Code:

Scheme of Instruction

Total Duration: 30 hrs.
 Periods / Week: 2
 Credits: 2
 Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50
 Internal Evaluation: 15
 End Semester: 35
 Exam Duration: 2 hrs.

Course Objective:

- To develop an understanding of the role of language in political communication and discourse.
- To explore the ways in which language is used to shape political ideologies and agendas.
- To analyze the impact of language on public opinion and political rhetoric.
- To examine the relationship between language, power, and social control.
- To foster critical thinking skills in evaluating political language and discourse.

Course Outcomes:

Upon completion of this course, students will be able to:

- CO1.** Analyze and interpret political speeches, debates, and media messages from a linguistic perspective.
CO2. Identify and evaluate the influence of language on political ideologies and agendas.
CO3. Critically assess the impact of language on public opinion and political discourse.
CO4. Understand and explain the relationship between language, power, and social control.
CO5. Apply critical thinking skills to analyze and deconstruct political language and rhetoric.

Unit	Course Content	Instruction Hours
I	Language and Political Communication 1. Language and Political Propaganda 2. Political Metaphors and Framing 3. Rhetoric and Persuasion in Politics	15
II	Language and Power 1. Language and Political Socialization 2. Language and Identity Politics	15

Examination and Evaluation Pattern:

- 5 Objective type questions
- 05 Short questions essay of 4 marks each
- 01 essay type questions of 10 marks each

Recommended Reading:

1. Chilton, P., & Schäffner, C. (Eds.). (2002). *Politics as text and talk: Analytic approaches to political discourse* (Vol. 4). John Benjamins Publishing.
2. Fairclough, N. (2015). *Language and Power*. Routledge.
3. Esser, F., & Strömbäck, J. (Eds.). (2014). *Mediatization of politics: Understanding the transformation of Western democracies*. Springer.
4. Wodak, R. (2009). *The discourse of politics in action: Politics as usual*. Springer.
5. Van Dijk, T. A. (2017). *Discourse and power*. Bloomsbury Publishing.
6. Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. John Wiley & Sons.
7. Walsh, C. (2016). *Gender and discourse: Language and power in politics, the church and organisations*. Routledge.

Four Year Under Graduate Programme (FYUGP) ENGLISH**Semester: II****AEC-II**Course Title: **Speaking Skills**

Course Code:

Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

Course Objectives: The course aims at the following objectives:

1. Students will be able to explain the importance of speaking skills.
2. Students will be able to identify different sounds in English language.
3. Students will be able to apply different strategies to enhance their speaking skills.
4. Students will be able to demonstrate effective conversational, public speaking, and group discussion skills.

Course Outcomes: Upon the completion of the course, the students are expected to have enhanced their speaking skills in English.

Unit	Course Content	Instruction Hours
I	Introduction to Speaking Skills 1. Importance of speaking skills 2. Basic Phonetics and pronunciation practice 3. Strategies to enhance speaking skills	15
II	Developing Speaking Skills 1. Conversational skills 2. Public speaking skills 3. Group discussion skills	15

Examination and Evaluation Pattern:

- 5 Objective type questions
- 05 Short questions essay of 4 marks each
- 01 essay type questions of 10 marks each

Recommended Readings:

1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.
5. Sasikumar, V., & Dharmija, P. V. (2001). *Spoken English: A self-learning guide to conversation practice*. Tata McGraw Hill.