



**Savitribai Phule Pune University, Pune**

**Undergraduate Courses in English**

**(Faculty of Humanities)**

***Syllabi for***

**Second Year Graduate Program (SYBA) (English)**

**To be implemented from 2025-26**

**As per the guidelines by NEP, 2020**

**(For Colleges Affiliated to Savitribai Phule Pune  
University, Pune)**

## Syllabus Structure (SYBA English, 2025-26)

Sr. No.	Verticals	Course Codes	Semesters and their Credits	Titles of the Courses
1.	Major Core	ENG201MJ	Semester III- (4T*)	Appreciating Poetry
		ENG202MJP	Semester III- (2P*)	Appreciating Poetry
		ENG251MJ	Semester IV- (4T)	Appreciating Drama
		ENG252MJP	Semester IV- (2P)	Appreciating Drama
2.	Vocational Skill Course (VSC)	VSC221ENG	Semester III- (2T)	Introduction to English Language: Phonology and Morphology
		VSC271ENG	Semester IV- (2P)	Introduction to English Language: Phonology and Morphology
3	Field Project, On Job Training, Community Engagement Program FP/OJT/CEP	FP231ENG	Semester III- (2)	Field Project
		FP281ENG	Semester IV- (2)	Community Engagement Program

4.	Minor	ENG241MN	Semester III- (2T)	English for Competitive Examination
		ENG242MNP	Semester III- (2P)	English for Competitive Examination
		ENG291MN	Semester IV- (2T)	English for Competitive Examination
		ENG292MNP	Semester IV- (2P)	English for Competitive Examination
5.	Generic/Open Electives (GE/OE)	OE201ENG	Semester III- (2T)	Business English (for Commerce Faculty)
		OE251ENG	Semester IV- (2P)	Business English (for Commerce Faculty)
		OE201ENG	Semester III- (2T)	English for IT (for Science Faculty)
		OE251ENG	Semester IV- (2P)	English for IT (for Science Faculty)
6.	Skill Enhancement Course (SEC)	SEC251ENG	Semester IV- (2P)	English for Advertisement
7.	Indian Knowledge System (IKS)	ENG200IKS	Semester III- (2T)	Etymology of Indic Languages
*T= Theory Credits                      *P= Practical Credits  <b>Total Credits for Semester III- 22                      Total Credits for Semester IV- 22</b>				

## Evaluation Pattern

<b>Theory Paper-</b>	<b>04 Credits</b>
<b>University Semester End Exam: 70 Marks</b>	
<b>Time: 3 Hours</b>	
<b>Internal Evaluation: 30 Marks</b>	

<b>Theory Paper-</b>	<b>02 Credits</b>
<b>University Semester End Exam: 35 Marks</b>	
<b>Time: 2 Hours</b>	
<b>Internal Evaluation: 15 Marks</b>	

<b>Practical Paper-</b>	<b>02 Credits</b>
<b>University Semester End Exam: 35 Marks</b>	
<b>Time: 2 Hours</b>	
<b>Internal Evaluation: 15 Marks</b>	

**Class: SYBA**  
**Subject: English**  
**Major Core**  
**Title of the Paper: Appreciating Poetry and Drama**

**Name of the Faculty: Humanities**

**Name of the B.O.S.: English**

**Name of the Course: Major Core**

**Name of the Subject: Appreciating Poetry (for Semester III)**  
**Appreciating Drama (for Semester IV)**

**Year and Semester: Semester Pattern**

**Number of Credits: Semester-III (4 T & 2 P)**  
**Semester IV- (4 T & 2 P)**

**Rationale:**

Literature has long been a reflection of human experiences, emotions, and societal changes, with poetry and drama serving as two of its most powerful and enduring forms. Poetry captures the essence of language through rhythm, imagery, and symbolism, while drama brings stories to life through performance, dialogue, and theatrical techniques. Both forms engage audiences intellectually, emotionally, and aesthetically, making them vital components of literary studies. The paper "**Appreciating Poetry and Drama**" is designed to equip students with the necessary tools to critically engage with and aesthetically appreciate these literary forms. By studying poetry and drama in depth, students will develop an understanding of how these genres have evolved over time, how they continue to shape cultural narratives, and how they can be interpreted from multiple perspectives. In an era dominated by digital media and fast-paced communication, the nuanced and expressive power of poetry and drama often remains underexplored. The study of these forms fosters a deeper engagement with language, creativity, and critical thought. This paper provides students with the theoretical foundation and analytical skills necessary to appreciate the craftsmanship of poets and playwrights, recognize the historical and cultural contexts of their works, and interpret their deeper meanings. The curriculum is structured across two semesters. In the first semester, students will study poetry in English, featuring representative works from British, American and Indian traditions. The second semester will focus on drama, and study of two plays from British and Indian literature. This approach ensures a broad and diverse exposure to literary traditions, enhancing students' understanding and appreciation of these artistic forms.

**Course Outcome (COs):**

At the end of the course, the learner will be able to:

CO 1: gain a deep understanding of the artistic and literary qualities of poetry and drama, fostering a lifelong appreciation for these forms.

CO 2: critically analyse poetic and dramatic texts, identifying themes, literary techniques, and stylistic elements with depth and clarity.

CO 3: examine the evolution of poetry and drama across different time periods and cultures, recognizing their role in shaping and reflecting societal values.

CO 4: understand the significance of theatrical performance in drama and oral traditions in poetry, recognizing their impact on meaning and audience engagement.

CO 5: acquire essential creative and analytical skills that will support further academic research, literary critique, and artistic endeavours in poetry and drama.

**Semester III Appreciating Poetry                      4 (T) & 2 (P)**

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>Major</b>
<b>Course Code</b>	<b>ENG201MJ</b>
<b>Course title</b>	<b>Appreciating Poetry</b>
<b>Credit</b>	<b>4 (T) &amp; 2 (P)</b>
<b>Total Hours</b>	<b>120 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Theory</b>	<b>4 (T)</b>
<b>Unit I</b>	Theory of Poetry
<b>Unit II</b>	British Poetry
<b>Unit III</b>	American and Indian Poetry
<b>Unit IV</b>	Practical Components
<b>Practical</b>	<b>2 (P)</b>
<b>Unit I</b>	Poetry Recitation and Interpretation

<b>Unit II</b>	Write a Critical Appreciation of the prescribed poems
<b>Unit III</b>	Group Discussions and Presentations
<b>Unit IV</b>	Practical Journal

### **Unit I: Theory of Poetry**

**20 Hours**

- (a) **What is Poetry?** Significant developments in the art of poetry during major literary periods.
- (b) **Elements of Poetry:** Rhythm, Meter, Sound Structure, Stanza Forms.
- (c) **Figures of Speech and Poetic Devices:** Symbols, Imagery, Simile, Metaphor, Personification, and other devices such as Repetition and Contrast.
- (d) **Types of Poetry:** Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad.

### **Unit II: British Poetry**

**20 Hours**

*Sonnet 18* by William Shakespeare

*The Canonization* by John Donne

*Kubla Khan* by S. T. Coleridge

*Ode to a Nightingale* by John Keats

*Ulysses* by Alfred, Lord Tennyson

*The Second Coming* by W. B. Yeats

*Journey of the Magi* by T. S. Eliot

### **Unit III: American and Indian Poetry**

**20 Hours**

*O Captain! My Captain!* by Walt Whitman

*Because I could not stop for Death* by Emily Dickinson

*The Road Not Taken* by Robert Frost

*The Negro Speaks of Rivers* by Langston Hughes

*Last Curtain* by Rabindranath Tagore

*Poet, Lover, Birdwatcher* by Nissim Ezekiel

*The Old Playhouse* by Kamala Das

### **Unit IV: Practical Components:**

**60 Hours**

**a) Poetry Recitation and Interpretation:**

- Students will recite a poem from the syllabus, focusing on intonation, rhythm, and expression.
- Discussion on meaning, themes, and poetic devices will be held after each recitation in the classroom.

**b) Write a Critical Appreciation of the prescribed poems:**

Writing a critical appreciation of any one poem from each unit, addressing:

- Theme and central ideas
- Poetic devices (imagery, metaphors, symbols, etc.)
- Structure and style
- Personal interpretation

**c) Group Discussions and Presentations:**

- Discussion on the evolution of poetry across major literary periods.
- Presentation on figures of speech and poetic devices with examples from syllabus poems.
- PPT presentations on Poetic traditions, Forms of Poetry, and how poetry reflects socio-political changes (e.g., Yeats' *The Second Coming* and Hughes' *The Negro Speaks of Rivers*).

**d) Practical Journal:** Students will maintain a practical journal. Teachers will assign tasks based on the poems for writing in the journal.

**Semester IV Appreciating Drama 4 (T) & 2 (P)**

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>Major</b>
<b>Course Code</b>	<b>ENG251MJ</b>
<b>Course title</b>	<b>Appreciating Drama</b>
<b>Credit</b>	<b>4 (T) &amp; 2 (P)</b>
<b>Total Hours</b>	<b>120 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>



<b>Theory</b>	<b>4 (T)</b>
<b>Unit I</b>	Theory of Drama
<b>Unit II</b>	British Drama
<b>Unit III</b>	Indian Drama
<b>Unit IV</b>	Practical Components
<b>Practical</b>	<b>2 (P)</b>
<b>Unit I</b>	Writing a Review of the Prescribed Plays
<b>Unit II</b>	Role Play
<b>Unit III</b>	Recitation of Soliloquy and important speeches
<b>Unit IV</b>	Practical Exploration of Theatrical Elements

### **Unit I: Theory of Drama**

**20 Hours**

- a) **What is Drama?**
- b) **Elements of Drama:**
  - i) **Literary Elements:** Theme, Plot, Characters, Diction, Conflict, Setting, etc.
  - ii) **Theatrical Elements:** Stage Directions, Lighting Effects, Music, Costumes, Stage Properties, Makeup, etc.
- c) **Types of Drama:** Tragedy, Comedy, Tragicomedy, Problem Play, Absurd Drama.
- d) **An Introduction to Minor Forms of Drama:** One-Act Play, Skit, Street Play, Short Radio Play, Pantomime, etc.

### **Unit II: British Drama**

**20 Hours**

*She Stoops to Conquer* by Oliver Goldsmith

### **Unit III: Indian Drama**

**20 Hours**

*Naga-Mandala* by Girish Karnad

### **Unit IV: Practical Components**

**60 Hours**

#### **a) Writing a Review of the Prescribed Plays**

Students will write critical reviews of *She Stoops to Conquer* by Oliver Goldsmith and *Naga-Mandala* by Girish Karnad.

- The reviews should include:
  - A summary of the play's plot and major themes.
  - Analysis of key characters and their development.
  - Discussion of dramatic techniques used by the playwright.
  - Personal reflections on the play's relevance and impact.
- Students will present their reviews in class, followed by discussions on different interpretations.

#### **b) Role Play**

- Students will perform selected scenes from *She Stoops to Conquer* and *Naga-Mandala*, focusing on:
  - Character portrayal and emotional depth.
  - Voice modulation, tone, and dialogue delivery.
  - Effective use of body language and gestures.
  - Interaction with co-actors to enhance dramatic expression.
- Groups will prepare short performances and receive constructive feedback on their enactments.

#### **c) Recitation of important speeches**

- Students will select and recite a speech from *She Stoops to Conquer* and *Naga-Mandala*, demonstrating:
  - Proper articulation and pronunciation.
  - Expression of emotions and dramatic intensity.
  - Understanding of rhythm and pauses in speech.

#### **d) Practical Exploration of Theatrical Elements**

- **Stage Directions & Blocking:** Students will experiment with staging techniques by mapping out movements and positions for a scene from the prescribed plays.
- **Lighting and Sound Effects:** Basic demonstrations on how lighting and music influence mood and tone in theatrical performances.
- **Costume and Makeup Design:** Students will design and present costume sketches for major characters, considering historical and thematic relevance.

- **Use of Props:** Creating and using minimal stage properties to enhance realism in dramatic scenes during classroom productions of the prescribed plays as a practical task.

**Question Paper Pattern**  
**(70-Semester-End Exam & 30-Internal Evaluation)**

**Major Core**

**SEMESTER III**

**Title of the Paper: Appreciating Poetry (Theory)**

**Course Code: ENG201MJ**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>30</b>	<b>12</b>	<b>04 (T)</b>
<b>Semester End Exam</b>	<b>70</b>	<b>28</b>	
<b>Total Marks</b>	<b>100</b>	<b>40</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 30**

- Practical Journal/ Project/ Home assignments
- Written Test

**Marks – 10**

**Marks – 20**

**b) Semester-End Exam Question Paper Pattern**

**Hours: 3hrs**

**Marks: 70**

Q. 1) Answer the following in brief (Any Five) 10

(Questions on Unit I)

Q. 2) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit II)

Q. 3) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit III)

Q. 4) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit II & III)

**Question Paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**Major Core**  
**SEMESTER III**  
**Title of the Paper: Appreciating Poetry (Practical)**  
**Course Code: ENG202MJP**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Task-based project /Assignment
- PPT Presentation on a given topic

Marks- 10

Marks- 05

**b) Semester-End Exam Evaluation**

**Total Marks: 35**

Component 1: Poetry Recitation and Interpretation. 10 Marks

Component 2: Write a critical appreciation of the prescribed poems.

10 Marks

Component 3: Group Discussions and Presentations 15 Marks

Note: The examiner will assign activities and tasks to assess the understanding of the literary genre of poetry.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

**Question Paper Pattern**  
**(70-Semester-End Exam & 30-Internal Evaluation)**  
**Major Core**  
**SEMESTER IV**  
**Title of the Paper: Appreciating Drama (Theory)**  
**Course Code: ENG251MJ**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>30</b>	<b>12</b>	<b>04 (T)</b>
<b>Semester End Exam</b>	<b>70</b>	<b>28</b>	
<b>Total Marks</b>	<b>100</b>	<b>40</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 30**

- Practical Journal/ Project/ Home assignments
- Written Test

**Marks – 10**

**Marks – 20**

**b) Semester-End Exam Question Paper Pattern**

**Hours: 3hrs**

**Marks: 70**

Q. 1) Answer the following in brief (Any Five) 10

(Questions on Unit I)

Q. 2) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit II)

Q. 3) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit III)

Q. 4) Answer the following in 300 words each. (Any Two) 20

(Questions on Unit II & III)

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**Major Core**  
**SEMESTER IV**  
**Title of the Paper: Appreciating Drama (Practical)**  
**Course Code: ENG252MJP**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Task-based project /Assignment
- PPT Presentation on a given topic

Marks- 10

Marks- 05

**b) Semester-End Exam Evaluation**

**Total Marks: 35**

Component 1: Recitation speeches/Role Play 10 Marks

Component 2: Writing a review of the prescribed plays 10 Marks

Component 3: Practical exploration of theatrical elements 15 Marks

Note: The examiner assigns activities and tasks to assess the understanding of the literary genre of drama.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Vocational Skill Course (VSC)**  
**Title of the Paper: Introduction to English Language: Phonology and Morphology**  
**Prescribed Text: *Linguistics***  
**(Board of Editors) Orient BlackSwan, 2025**

**Name of the Faculty:** Humanities  
**Name of the B.O.S.:** English  
**Name of the Course:** Vocational Skill Course  
**Name of the Subject:** Introduction to English Language: Phonology and Morphology  
**Year and Semester:** Semester Pattern  
**Number of Credits:** Semester-III (2T)  
Semester IV- (2P)

**Rationale:**

Language is a structured and rule-governed system, and understanding its structure is key to mastering its use. This course introduces students to the scientific study of language, with a specific focus on two foundational branches of linguistics—Phonology and Morphology. Phonology, the study of sound systems, is essential for developing accurate pronunciation, understanding sound patterns, and analysing the role of phonemes in different languages. By studying phonology, students gain insight into how speech sounds function within linguistic systems and how they affect communication. Morphology, the study of word structure and formation, enables students to understand how words are built from smaller units called morphemes. This knowledge enhances vocabulary acquisition, comprehension of word meanings, and effective usage in both spoken and written communication. Together, these two units equip students with the analytical tools to examine the sound and word-level components of language. Such knowledge not only supports improved language proficiency but also lays the foundation for further studies in linguistics, language teaching, translation, and language-related research. This course is particularly relevant in a multilingual context like India, where understanding language structures can lead to more effective learning, teaching, and use of both first and second languages.

**Course Outcomes (COs):**

By the end of the course, learner will be able to:

CO 1: Define and explain key concepts in phonology and morphology and their relevance to the study of language.



CO 2: Identify and classify speech sounds using the International Phonetic Alphabet (IPA), and analyse their patterns in English and other languages.

CO 3: Understand phonological rules and processes, including assimilation, elision, and stress patterns.

CO 4: Analyse the internal structure of words, recognizing morphemes and their roles in word formation.

CO 5: Differentiate between inflectional and derivational morphology, and understand their implications for grammar and meaning.

CO 6: Apply phonological and morphological knowledge to improve pronunciation, vocabulary, and grammatical accuracy.

CO 7: Demonstrate basic skills in linguistic analysis, preparing them for advanced study in linguistics and related fields.

### **Semester III 2 Theory Credits**

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>Vocational Skill Course (VSC)</b>
<b>Course Code</b>	<b>VSC221ENG</b>
<b>Course title</b>	<b>Introduction to English Language: Phonology and Morphology</b>
<b>Prescribed Text</b>	<b><i>Linguistics</i> (Board of Editors) Orient BlackSwan, 2024</b>
<b>Credit</b>	<b>2(T)</b>
<b>Total Hours</b>	<b>30 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Phonology
<b>Unit II</b>	Morphology

## Course Contents

### Unit I: Phonology:

**15 Clock Hours**

1. Organs of speech, speech mechanisms
2. Description and classification of consonants and vowels
3. Concept of syllable
4. Word accent, sentence accent
5. Tone groups, placement of nuclear/tonic accent
6. Concept of intonation, uses/types of tones

### Unit II: Morphology:

**15 Clock Hours**

1. What is morphology?
2. Concept of morpheme, allomorph, zero allomorph, types of morphemes  
(free and -bound), Prefixes and Suffixes (class-changing and class-maintaining),
3. Inflectional and Derivational suffixes, borrowings
4. Processes of Word Formation: Compounding, Clipping, Acronym, Blending

## Semester IV 2 Practical Credits

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>Vocational Skill Course (VSC)</b>
<b>Course Code</b>	<b>VSC271ENG</b>
<b>Course title</b>	<b>Introduction to English Language: Phonology and Morphology</b>
<b>Prescribed Text</b>	<b><i>Linguistics</i> (Board of Editors) Orient BlackSwan, 2025</b>
<b>Credit</b>	<b>2(P)</b>
<b>Total Hours</b>	<b>60 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit III</b>	Practical Component for Phonology

<b>Unit IV</b>	<b>Practical Component for Morphology</b>
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## Course Contents

### **Unit III: Practical Component for Phonology (30 Clock Hours)**

1. Identification and Description of Speech Sounds
  - Practice using the International Phonetic Alphabet (IPA) for transcribing English words.
  - Listening and distinguishing between similar sounds (e.g., /i:/ vs /ɪ/, /ʃ/ vs /ʒ/). Activities related to Minimal Pairs.
2. Pronunciation Practice
  - Production and articulation of consonant and vowel sounds.
  - Word and sentence stress drills.
3. Exercises related to Syllable
  - Dividing words into syllables and identifying stressed syllables.
4. Intonation Practice
  - Listening and speaking activities focused on rising, falling, and fall-rise intonation.
5. Reading with appropriate intonation or tone groups
  - Reading dialogues and passages aloud with attention to intonation, tone groups, and stress placement to convey intended meaning accurately.

### **Unit IV: Practical Component for Morphology (30 Clock Hours)**

1. Morpheme Identification Exercises
  - Breaking words into morphemes (e.g., *un-happi-ness*).
  - Identifying root words, stem- prefixes, and suffixes.
2. Allomorph Recognition Tasks
  - Spotting regular and irregular forms (e.g., plural endings in *cats*, *dogs*, *buses*).
3. Word Formation Activities
  - Creating new words using processes such as:

- Compounding (e.g., *notebook*, *blackboard*)
- Blending (e.g., *brunch*, *smog*)
- Clipping (e.g., *lab* from *laboratory*)
- Acronym formation (e.g., *NASA*, *UNESCO*)

#### 4. Vocabulary Building Games

- Morpheme puzzles and root-based vocabulary matching games or activities.

#### 5. Application Tasks

- Using derived forms appropriately in context.
- Comparing inflectional vs derivational use in short paragraph writing

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**

**SEMESTER–III**

**Vocational Skill Course (VSC)**

**Title of the Paper: Introduction to English Language: Phonology and Morphology (Theory)**

**Course Code: VSC221ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (T)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Practical Journal/ Project/ Home assignments/Written test
- Oral test/ Presentation on the given project/ topic

**Marks – 10**

**Marks – 05**

**b) Semester-End Exam Question Paper Pattern**

**Hours: 2 hrs**

**Marks: 35**

Q. 1) Attempt the following: (Any Two)

10

(Questions on Unit I)

Q. 2) Attempt the following: (Any Two)

10

(Questions on Unit II)

Q.3) Attempt the following: (Any Three)

15

(Questions on Unit I and II)

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**

**SEMESTER-IV**

**Vocational Skill Course (VSC)**

**Title of the Paper: Introduction to English Language: Phonology and Morphology**  
**(Practical)**

**Course Code: VSC271ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Task-based project /Assignment
- PPT Presentation on a given topic

Marks- 10

Marks- 05

**b) Semester-End Exam Evaluation**

**Total Marks: 35**

Tasks based on Practical Components from the Unit III 10 Marks

Tasks based on Practical Components from the Unit IV 10 Marks

Application based Pair/Group Activity 15 Marks

on Unit III and IV

Note: The examiner will assign activities and assesses the practical knowledge of phonology and morphology.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Field Project/On Job Training/Community Engagement Programme**  
**(FP/OJT/CEP)**

<b>Name of the Faculty:</b>	<b>Humanities</b>
<b>Name of the B.O.S.:</b>	<b>English</b>
<b>Name of the Course:</b>	<b>FP/OJT/CEP</b>
<b>Year and Semester:</b>	<b>Semester Pattern</b>
<b>No. of Credits:</b>	<b>Semester III- Field Project (FP) 2 Credits</b> <b>Semester IV- Community Engagement Program (CEP)</b> <b>2 Credits</b>

**Rationale:**

The Experiential Learning Method is one of the pedagogical approaches recommended by National Education Policy 2020. If we need to align our education system with the industry and make it job-oriented, the adoption of the Experiential Learning Method seems to be the most relevant. Experiential Learning exposes students to real-life situations/ problems and facilitates learning through the application of prior knowledge /theory or based on it leads to problem-solving activity. Experiential learning becomes more effective as it allows direct involvement of the learner in the process of learning. The role of the teacher is minimized just to be a facilitator. Due to the direct involvement of students in the process of learning, Experiential Learning proves to be a life-long learning. The Community Engagement Programs acquaint students with the problems faced by society and make them contribute to resolving them. It can lead not only to problem-solving but also to research and innovation. Experiential learning is also one of the means to inculcate research aptitudes in the students.

**Course Outcomes (COs)**

After the successful completion of this course, students will be able to:

CO1. Get exposure to real-life situations.

CO2. Acquire research orientations and aptitudes CO3. Develop communication skills

CO4. Develop the writing skills

CO5. Transform Knowledge into skills

CO6. Apply theory/ knowledge to practical situation/ problem

### **Semester III Field Project (FP) 2 Credits**

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>Field Project (FP)</b>
<b>Course Code</b>	<b>FP231ENG</b>
<b>Credit</b>	<b>2</b>
<b>Total Hours</b>	<b>40 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>

**Note:**

1. Some of the areas, locations and fields are recommended (but not limited to) for the Field Visit.
2. The Field Visit should be organized under the guidance of the subject teacher/coordinator appointed by the department.
3. The students should be divided into small groups to get adequate exposure to the proposed field/ location.
4. The Field Visit should be for a day, but if required, students should be facilitated to revisit the location.
5. After the Field Visit students should get an authentic Certificate of the Visit with the signatures of competent authorities.
6. Students must prepare a Field Project Report based on the Field Visit.

**Course Contents**

**The following areas/ locations and fields are identified for Field Visit**

**1. A Visit to a Public/Local Library**

**Students are expected to study the following key aspects**

- a. To find out the history of the establishment of the library
- b. To go through different types of books, their categorization, and arrangement
- c. To find out the books more accessed/read by the readers



- d. To have a general idea of how the library is arranged
- e. To have a general idea of how the library functions
- f. Interact with the staff in the library
- g. Interact with the readers/visitors to the library
- h. Review of the selected books

## **2. A Visit to a Reputed/Popular School**

**Students are expected to study the following key aspects**

- a. The history of the establishment of the school
- b. Special Features of the School
- c. The Curriculum and Courses taught in the school
- d. Different Teaching -Learning Methods used in the school
- e. Co-curricular and Extracurricular activities conducted in the school
- f. Playground, sports facilities, library and other facilities offered by the school
- g. Awards/recognitions sponsored /received by the school
- h. A survey of the alumni of the school
- i. Interact with the staff and students of the school

## **3. A visit to the News Paper Agency**

**Students are expected to study the following key aspects**

- a. History/background of the newspaper agency
- b. The target reader of the newspaper
- c. Data/ news collection for the newspaper
- d. The Editorial of the paper with its special feature
- e. The number of pages and topic/ subject allocation
- f. The compilation of the news and the process of printing
- g. Interact with the Board of Editors
- h. Interaction with staff of agency

## **4. A Visit to a Book Exhibition**

**Students are expected to study the following key-aspects**

- a. Interaction with organizers of the exhibition
- b. Aims and objectives of the book exhibition
- c. Types of books displayed in the exhibition
- d. The target group visiting the exhibition
- e. The books most visited/ accessed
- f. The significance of the book exhibition
- g. The Problems/issues faced in the organization of the exhibition

**5. A visit to a Historical Monument/ Museum**

**Students are expected to study the following key-aspects**

- a. The history/background of the Monument/ Museum
- b. The specialty of the Monument/ Museum
- c. The detailed description of the Monument/ Museum
- d. Interaction with the target group that visits the Monument/ Museum
- e. Interaction with the trust/ Governing body of the Monument/ Museum
- f. Information about the resources /funds for the maintenance of the Monument/ Museum
- g. Significance of the Monument/ Museum in the context of locale as well as in modern context.

**6. A Visit to a Theatre to watch the Screening of a Movie**

**Students are expected to study the following key-aspects**

- a. Background/history (if any) of the movie
- b. Fable of the movie and its origin
- c. Casting of the movie with the Director and Producer of the movie
- d. Summary of the movie
- e. Central theme/ idea of the movie
- f. Special features of the movie in terms of direction, music and technical aspects
- g. Relevance of the movie in modern times

- h. Interaction with the audience of the movie and survey of reviews on the movie

### **Field Project:**

Students must prepare a Project based on the Field Visit. The Project should be research-oriented, reflecting skills like investigation, analysis, and critical thinking. The Project should be descriptive with the use of apt vocabulary, correct grammatical constructions, and relevant information. It should be of adequate length, addressing all the above-mentioned points. Occasionally, students can insert pictures of field sites to make their write-up effective.

### **Guidelines for the Project:**

1. Name of the student and Project Supervisor
2. Appropriate Title
3. Introduction
4. Objectives of the Field Visit
5. Background/ History
6. Detailed description of various aspects prescribed
7. Significance of the field visit with its outcomes
8. Conclusions/ Outcomes of the Field Visit
9. Recommendations
10. Certificate of the Field –Visit
11. Appendices – Permission letter, photographs, survey forms, questionnaires etc.

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**SEMESTER–III**

**FP**

**Title of the Paper: Field Project**

**Course Code: FP231ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Evaluation Pattern:**

**Total Marks: 50**

The internal evaluation will carry 40% weightage and the semester-end evaluation will carry 60% weightage.

**a) Internal Evaluation**

**Total Marks: 15**

- Mid-Semester Progress Report Presentation Marks – 15

**b) Semester-End Evaluation**

**Total Marks: 35**

- Project Report Marks: 20
- Viva Voce Marks: 15

**Note:**

1. The progress report and the final project report should be duly certified by the Internal Examiner / Guide Teacher and the Head of the department.
2. The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

### **Semester IV: Community Engagement Programme (CEP)**

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>Community Engagement Programme (CEP)</b>
<b>Course Code</b>	<b>FP281ENG</b>
<b>Credit</b>	<b>2</b>
<b>Total Hours</b>	<b>40 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>

**Note:**

1. Some of the areas and fields are recommended (but not limited to) for CEP
2. The CEP should be organized under the guidance of the subject teacher/coordinator
3. The students should be divided into small groups to get adequate exposure to the proposed CEP
4. After the CEP students should get an authentic Certificate of participation in CEP with the signatures of competent authorities.
5. Students must prepare a detailed report on CEP

**Areas/ Locations / Fields recommended for CEP**

1. CEP organized by NSS, NCC, Board of Students' Development
2. CEP organized for Physically Challenged
3. CEP organized for an orphanage
4. CEP organized for tribal / deprived community
5. CEP organized for patients struggling with incurable diseases
6. CEP in collaboration with a registered NGO

Based on the CEP, the students should prepare a Report/ Project based on the guidelines prescribed above.

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**SEMESTER-IV**

**CEP**

**Title of the Paper: Community Engagement Programme**

**Course Code: FP281ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Evaluation Pattern:**

**Total Marks: 50**

The internal evaluation will carry 40% weightage and the semester-end evaluation will carry 60% weightage.

**a) Internal Evaluation**

**Total Marks: 15**

- Mid-Semester Progress Report Presentation Marks – 15

**b) Semester-End Evaluation**

**Total Marks: 35**

- Project Report Marks: 20
- Viva Voce Marks: 15

**Note:**

1. After the CEP, the students should produce an authentic Certificate of Participation in CEP duly signed by competent authorities.
2. The progress report and the final project report should be duly certified by the Internal Examiner / Guide Teacher and the Head of the department.
3. The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Minor**  
**Title of the Paper: English for Competitive Examinations**  
**Prescribed Text: *English for Competitive Examinations***  
**(Board of Editors) Orient BlackSwan, 2025**

<b>Name of the Faculty:</b>	<b>Humanities</b>
<b>Name of the B.O.S.:</b>	<b>English</b>
<b>Name of the Course:</b>	<b>Minor</b>
<b>Name of the Subject:</b>	<b>English for Competitive Examinations</b>
<b>Year and Semester:</b>	<b>Semester Pattern</b>
<b>No. of Credits:</b>	<b>Semester III 04 (2T + 2P)</b> <b>Semester IV 04 (2T + 2P)</b>

**Rational:**

English language is considered a mandatory section in the syllabus of almost all competitive exams at all levels including the national and state levels. In competitive exams, the course contents of English contain the important sections like vocabulary, grammar and comprehension. In the competitive exams, the proficiency of aspirants in reading, writing, speaking, listening and understanding of English language is tested. Therefore, aspirants have to acquire adequate level of proficiency in English. This course is designed to introduce the skills of English language and the related exercises so that aspirants put in their sincere and continuous efforts in practicing skills and achieve their goal by qualifying competitive examinations.

**Course Outcomes (COs):**

After the successful completion of this course, the students will be able to:

CO1) understand the major types of competitive examinations in India.

CO2) identify the competitive examinations required for their career.

CO3) prepare for the competitive examination/s of their choice.

CO4) apply the knowledge of language and literature to qualify the competitive examinations.

### Semester-III 2 Theory Credits & 2 Practical Credits

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>Minor</b>
<b>Course Code</b>	<b>ENG241MN</b>
<b>Course title</b>	<b>English for Competitive Examinations</b>
<b>Prescribed Text</b>	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025
<b>Credit</b>	<b>2T+2P</b>
<b>Total Hours</b>	<b>90 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Competitive Examinations: An Overview
<b>Unit II</b>	Grammar
<b>Unit III</b>	Practical
<b>Unit IV</b>	Practical

**Theory: 2 Credits**

**Course Contents:**

**Unit I: Competitive Examinations: An Overview** **10 Hours**

**Unit II: Grammar** **20 Hours**

**Practical: 2 Credits** **60 Hours**

**Unit: III**

**Exercises on Unit-2**

(The exercises should be as per the nature of questions in various competitive examinations.)

**Unit: IV**

**Exercises on Unit-2**



(The exercises should be as per the nature of questions in various competitive examinations.)

### **Semester IV 2 Theory Credits & 2 Practical Credits**

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>Minor</b>
<b>Course Code</b>	<b>ENG291MN</b>
<b>Course title</b>	<b>English for Competitive Examinations</b>
<b>Prescribed Text</b>	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025
<b>Credit</b>	<b>2T+2P</b>
<b>Total Hours</b>	<b>90 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Vocabulary
<b>Unit II</b>	Writing Skills
<b>Unit III</b>	Practical
<b>Unit IV</b>	Practical

#### **Theory: 2 Credits**

##### **Course Contents:**

**Unit I: Vocabulary** **15 Hours**

**Unit II: Writing Skills** **15 Hours**

##### **Practical: 2 Credits**

##### **Unit III:**

**Exercises on Vocabulary:** **30 Hours**

Exercises on Unit-1

(The exercises should be as per the nature of questions in various competitive examinations.)

##### **Unit IV:**

**Exercises on Writing Skills:**

**30 Hours**

1. Comprehension Passages
2. Exercises on Unit IV

(The exercises should be as per the nature of questions in various competitive examinations.)

**Question Paper Pattern**  
**(70-Semester-End Exam & 30-Internal Evaluation)**  
**DSC-2 MINOR**

**For both SEMESTER III & IV**

**Title of the Paper: English for Competitive Examinations**

**Course Code for Semester III: ENG241MN (Theory Paper)**

**ENG242MNP (Practical Paper)**

**Course Code for Semester IV: ENG291MN (Theory Paper)**

**ENG292MNP (Practical Paper)**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>30</b>	<b>12</b>	<b>04 (2T+2P)</b>
<b>Semester End Exam</b>	<b>70</b>	<b>28</b>	
<b>Total Marks</b>	<b>100</b>	<b>40</b>	

**Question Paper Pattern for Semester-III and Semester-IV**

The question paper pattern for both semesters (III & IV) will be the same as given below.

**a) Internal Evaluation**

**Total Marks: 30**

- MCQ Test/Class Test/ Grammar Test/ Vocabulary Test/Essay Writing/Paragraph Writing/ Application Letter/ Report Writing etc. **Marks: 10**
- Written Test **Marks: 20**

**b) Semester-End Exam Question Paper Pattern**

**Time: 3 hrs**

**Marks: 70**

Q. 1) Answer the following in brief. (Any Five) 10

(Questions on Unit-I)

Q. 2) Answer any TEN of the following. (Semester-3) 20

(Questions on Unit-II)

**OR**

Q. 2) Answer any TWO of the following. (Semester-4) 20

(Questions on Unit-II)

Q. 3) Objective questions (Any Ten) 20

(Questions on Unit-III: Do as directed./ Fill in the blanks./ MCQs etc.)

Q. 4) Objective questions (Any Ten)

20

(Questions on Unit-IV: Do as directed./ Fill in the blanks./ MCQs etc.)

**Class: SYBA**  
**Subject: English**  
**Generic/ Open Electives**  
**(For Commerce Faculty)**  
**Prescribed Text: *Business English***  
**(Board of Editors) Orient BlackSwan, 2025**

<b>Name of the Faculty:</b>	<b>Humanities</b>
<b>Name of the B.O.S.:</b>	<b>English</b>
<b>Name of the Course:</b>	<b>GE/OE</b>
<b>Name of the Subject:</b>	<b>Business English</b>
<b>Year and Semester:</b>	<b>Semester Pattern</b>
<b>Number of Credits:</b>	<b>Semester- III (2T)</b> <b>Semester IV- (2P)</b>

**Rationale:**

Proficiency in Business English is essential for career advancement. It is imperative that students expand their vocabulary and understanding of Business English if they want to operate efficiently in a global setting. In general, mastering Business English will create new job opportunities and open many doors. There is a vast selection of English language courses, all of which help students develop their English skills. However, Business English is a specialized subset of English that focuses on the corporate vocabulary most commonly used in the business sector. It is a crucial skill for professionals in the global business sphere. This course covers language and expressions used in business and professional settings, including business writing, delivering presentations, expressing viewpoints, negotiating, leading and participating in meetings, workshops, and seminars, as well as content writing for business purposes. Additionally, the course addresses building professional relationships, working in teams, traveling for business, and preparing for interviews.

**Course Outcomes (COs):**

At the end of the course, the learner will be able to:

CO 1: participate in business communication effectively

CO 2: negotiate with the clients

CO 3: write business letters, emails, memos etc.

CO 4: conduct or participate in business meetings, workshops, exhibitions, forums etc. and

CO 5: prepare content for various business purposes

### Semester III 2 Theory Credits

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>GE/OE</b>
<b>Course Code</b>	<b>OE201ENG</b>
<b>Course title</b>	<b>Business English</b>
<b>Prescribed Text</b>	<i>Business English</i> <b>(Board of Editors) Orient BlackSwan, 2025</b>
<b>Credit</b>	<b>2 (T)</b>
<b>Total Hours</b>	<b>30 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Business Communication
<b>Unit II</b>	Business Correspondence

#### Course Contents:

**Unit I: Business Communication** **15 Hours**

**Unit II: Business Correspondence** **15 Hours**

### Semester IV 2 Practical Credits

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>GE/OE</b>
<b>Course Code</b>	<b>OE251ENG</b>
<b>Course title</b>	<b>Business English</b>
<b>Prescribed Text</b>	<i>Business English</i> <b>(Board of Editors) Orient BlackSwan, 2025</b>

<b>Credit</b>	<b>2 (P)</b>
<b>Total Hours</b>	<b>60 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Use of English in the following contexts
<b>Unit II</b>	English for Business Purposes

## **Course Contents**

**60 Hours**

### **Unit I: Use of English in the following contexts**

### **Unit II: English for Business Purposes**

#### **Some Suggestions for Practical Tasks:**

These suggestions serve only as guidelines. Teachers are free to employ other relevant practical tasks to cover these topics.

#### **Practical Tasks for Unit I**

##### **1. Meetings:**

- Activity: Conducting mock business meetings with designated roles (chairperson, secretary, participants).

##### **2. Workshops and Seminars:**

- Activity: Writing a summary and report of a seminar or workshop.

##### **3. Exhibitions:**

- Activity: Designing and presenting a business exhibition stall with product descriptions.

##### **4. Business Forums:**

- Activity: Panel discussions or debates on current business trends.

#### **Practical Tasks for Unit II**

##### **5. Advertising in English:**

- Activity: Designing an advertisement campaign for a product or service.

##### **6. English for Marketing:**

- Activity: Writing a sales pitch and product description.

#### **7. Content Writing for Pamphlets, Brochures, and Hoardings:**

- Activity: Designing marketing content for business promotions.

#### **8. English for Export and Import:**

- Activity: Drafting an export/import business proposal or email correspondence.



**Question Paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**SEMESTER–III**  
**OE/GE- Title of the Paper: Business English (Theory)**  
**Course Code: OE201ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (T)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Practical Journal/ Project/ Home assignments/Written test
- Oral test/ Presentation on the given project/ topic

**Marks – 10**

**Marks – 05**

**b) Semester-End Exam Question Paper Pattern**

**Hours: 2 hrs**

**Marks: 35**

Q. 1) Attempt the following: (Any Two) 10

(Task based questions on Unit I)

Q. 2) Attempt the following: (Any Two) 10

(Task based questions on Unit II)

Q.3) Attempt the following: (Any Three) 15

(Task based questions on Unit I and II)

**Question Paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**SEMESTER–IV**  
**OE/GE- Title of the Paper: Business English (Practical)**  
**Course Code: OE251ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**c) Internal Evaluation**

**Total Marks: 15**

- Task-based project /Assignment
- PPT Presentation on a given topic

Marks- 10

Marks- 05

**d) Semester-End Exam Evaluation**

**Total Marks: 35**

Component 1: Watch a video/audio and identify the contextual use of Business

English on Unit III

10 Marks

Component 2: Task Based Activity on Unit IV

10 Marks

Component 3: Application based Pair/Group Activity

15 Marks

on Unit III and IV

Note: The examiner assigns activities and tasks to assess the use of Business English.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Generic/ Open Electives**  
**(For Science Faculty)**  
**Prescribed Text: *English for Information Technology***  
**(Board of Editors) Orient BlackSwan, 2025**

<b>Name of the Faculty:</b>	<b>Humanities</b>
<b>Name of the B.O.S.:</b>	<b>English</b>
<b>Name of the Course:</b>	<b>GE/OE</b>
<b>Name of the Subject:</b>	<b>English for Information Technology</b>
<b>Year and Semester:</b>	<b>Semester Pattern</b>
<b>Number of Credits:</b>	<b>Semester- III (2T)</b> <b>Semester IV- (2P)</b>

**Rationale:**

Proficiency in English has become an essential skill for those who want to stand out and make the most of the opportunities offered by the digital world. English is the important language in technical documentation, user manuals, application programming interfaces (APIs), and discussion forums. English is used in major programming languages, such as Python, Java, and C++, thus making it easier to understand and learn these languages globally. This course is designed to underscore the significance and usefulness of English in the field of information technology.

**Course Outcomes (COs):**

After successful completion of the course, the students will be able to:

- CO1. Understand IT Terminology & Communication Styles
- CO2. Demonstrate familiarity with key IT-related vocabulary and jargon.
- CO3. Differentiate between formal and informal communication in IT contexts.
- CO4. Develop Reading & Comprehension Skills for IT
- CO5. Analyse and extract key information from technical manuals, software documentation, and IT research papers.
- CO6. Enhance Technical & Professional Writing Skills.
- CO7. Apply cross-cultural communication skills in a global IT environment.

### Semester III 2 Theory Credits

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>GE/OE</b>
<b>Course Code</b>	<b>OE201ENG</b>
<b>Course title</b>	<b>English for Information Technology</b>
<b>Prescribed Text</b>	<i>English for Information Technology</i> <b>(Board of Editors) Orient BlackSwan, 2025</b>
<b>Credit</b>	<b>2 (T)</b>
<b>Total Hours</b>	<b>30 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Basics of IT Communication
<b>Unit II</b>	Reading and Comprehension of IT Texts

#### Course Contents:

**Unit I: Basics of IT Communication** **15 Hours**

**Unit II: Reading and Comprehension of IT Texts** **15 Hours**

### Semester IV 2 Practical Credits

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>GE/OE</b>
<b>Course Code</b>	<b>OE251ENG</b>
<b>Course title</b>	<b>English for Information Technology</b>
<b>Prescribed Text</b>	<i>English for Information Technology</i> <b>(Board of Editors) Orient BlackSwan, 2025</b>
<b>Credit</b>	<b>2 (P)</b>
<b>Total Hours</b>	<b>60 hours</b>

<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Practical</b>	
<b>Unit I</b>	Essential Writing Skills for IT Professionals
<b>Unit II</b>	Oral Communication and Presentation Skills

**Course Contents      60 Hours**

**Unit I: Essential Writing Skills for IT Professionals**

**Unit II: Oral Communication and Presentation Skills**

**Practical based on units:**

**Unit I: Essential Writing Skills for IT Professionals**

**Unit II: Oral Communication and Presentation Skills**

**Question Paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**

**SEMESTER–III**

**OE/GE**

**Title of the Paper: English for Information Technology (Theory)**

**Course Code: OE201ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (T)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Practical Journal/ Project/ Home assignments/Written test
- Oral test/ Presentation on the given project/ topic

**Marks – 10**

**Marks – 05**

**b) Semester-End Exam Question Paper Pattern**

**Hours: 2 hrs**

**Marks: 35**

Q. 1) Attempt the following: (Any Two)

10

(Task based questions on Unit I)

Q. 2) Attempt the following: (Any Two)

10

(Task based questions on Unit II)

Q.3) Attempt the following: (Any Three)

15

(Task based questions on Unit I and II)

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**

**SEMESTER–IV**

**OE/GE**

**Title of the Paper: English for Information Technology (Practical)**

**Course Code: OE251ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Paper Pattern:**

**a)Internal Evaluation**

**Total Marks: 15**

- |                                      |           |
|--------------------------------------|-----------|
| a. Task-based project /Assignment    | Marks- 10 |
| b. PPT Presentation on a given topic | Marks- 05 |

**b)Semester-End Exam Evaluation**

**Total Marks: 35**

- |                                          |          |
|------------------------------------------|----------|
| 1. Practical Components on Unit I        | 10 Marks |
| 2. Practical Components on Unit II       | 10 Marks |
| 3. Application based Pair/Group Activity | 15 Marks |

Based on Practical components of Unit I and II

Note: The examiner assigns activities and tasks to assess the use of Business English.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Skill Enhancement Course (SEC)**  
**Title of the Paper: English for Advertisement**  
**Prescribed Text: *English for Advertisement***  
**(Board of Editors) Orient Blackswan, 2025**

**Name of the Faculty:** Humanities  
**Name of the B.O.S.:** English  
**Name of the Course:** Skill Enhancement Course (SEC)  
**Name of the Subject:** English for Advertisement  
**Year and Semester:** Semester Pattern  
**Number of Credits:** Semester- IV (2P)

**Rational:**

Advertisement has been an important source of communication and it has been so for quite a long time. It has played a vital and decisive role in socio-economic progress worldwide. Advertisement has changed over long period and has taken on varied forms. It has moved on from print to digital media. Language has been the determinant of popular advertisement. The present course is designed to enhance students' ability to craft compelling and persuasive written content for advertising. It is also meant to foster creativity and innovation in advertisement writing and to build technical and writing skills for various advertising platforms.

**Course Outcomes (COs):**

CO1: The learners will have developed proficiency in persuasive writing for advertising.

CO2: Students will be able to demonstrate creative thinking and innovative approaches in advertising.

CO3: The learners will be able to write for different advertising platforms while applying their analytical skills to understand the market and audience.

**Semester IV 2 Practical Credits**

<b>Semester</b>	<b>IV</b>
<b>Vertical</b>	<b>Skill Enhancement Course (SEC)</b>
<b>Course Code</b>	<b>SEC251ENG</b>



<b>Course title</b>	<b>English For Advertisement</b>
<b>Prescribed Text</b>	<i>English For Advertisement</i> <b>(Board of Editors) Orient BlackSwan, 2025</b>
<b>Credit</b>	<b>2 (P)</b>
<b>Total Hours</b>	<b>60 hours</b>
<b>Internal marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Advertising and English language
<b>Unit II</b>	Writing for Advertising

### **Course Contents          60 Hours**

Briefly introduce following units to students so that they will become familiar with the basics of the advertisement and the role of English in advertisements. This brief introduction is followed by practical based on these units.

**Unit I: Advertising and English language**

**Unit II: Writing for Advertising**

**Question paper Pattern**  
**(35-Semester-End Exam & 15-Internal Evaluation)**  
**SEMESTER-IV**

**SEC**

**Title of the Paper: English for Advertisement (Practical)**

**Course Code: SEC251ENG**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (P)</b>
<b>Semester End Exam</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Question Paper Pattern:**

**a) Internal Evaluation**

**Total Marks: 15**

- Task-based Project /Assignment on the importance of advertisements, types of advertisements and the use of English in the advertisements (Marks- 10)
- Read a newspaper advertisement and make notes on the use of language, graphics and other components of the advertisement. (Marks- 05)

**b) Semester-End Exam Evaluation**

**Total Marks: 35**

**Component 1:**

**(Marks-10)**

Write an advertisement for News Paper, Television, Radio and Internet.

**Component 2:**

**(Marks-10)**

Oral examination based on the videos/audios of the advertisements to assess student's perception of the use of language and other components in the advertisements.

**Component 3:**

**(Marks-15)**

Application-based Practical/Project in Pairs/Groups on Unit-1 and Unit-2

Note: The examiner assigns activities and tasks to assess the practical.

The Semester-End Examination will be conducted jointly by an internal and an external university- appointed examiner.

**Class: SYBA**  
**Subject: English**  
**Indian Knowledge System (IKS)**

**Name of the Faculty:** Humanities  
**Name of the B.O.S.:** English  
**Name of the Course:** Indian Knowledge System (IKS)  
**Name of the Subject:** Etymology of Indic Languages  
**Year and Semester:** Semester Pattern  
**Number of Credits:** Semester III (2T)

**Rationale:**

The Indian Knowledge System (IKS) is a crucial part of India's intellectual and cultural heritage, aligning with the National Education Policy (NEP) 2020. It emphasizes holistic, multidisciplinary, and experiential learning. Drawing on India's ancient wisdom, it integrates traditional values with contemporary knowledge, fostering a comprehensive understanding of the world. In line with this holistic approach, the present course is a very basic introduction of the Indic languages to students. It serves to introduce students to the rich language variety and the systems thereof that make India a cultural storehouse of several languages. The course contents of this paper are intended to rejuvenate and mainstream the study of Indian Languages through the introduction of historical development.

**Course Outcomes (COs):**

CO1. Students come to know about Indic languages.

CO2. Students realize the rich linguistic diversity and repertoire of Indic languages.

**Semester III 2 Theory Credits**

<b>Semester</b>	<b>III</b>
<b>Vertical</b>	<b>IKS</b>
<b>Course Code</b>	<b>ENG200IKS</b>
<b>Course title</b>	<b>Etymology of Indic Languages</b>
<b>Credit</b>	<b>2 (T)</b>

<b>Total Hours</b>	<b>30</b>
<b>Internal Marks</b>	<b>15</b>
<b>External Marks</b>	<b>35</b>
<b>Unit I</b>	Background to Indic Languages
<b>Unit II</b>	Introduction to Indic Languages

**Course Contents:                    30 Hours**

**Unit: I Background to Indic Languages:**

- a) Indo-European Family of Languages
- b) Multilingualism and Multiculturalism in India
- c) States and Languages in India
- d) Linguistic Diversity: Key Terms

Register, Dialect, Idiolect, Jargon, Polyglossia, Isogloss, Acculturation and Assimilation, Language Acquisition, Fossilization of Language etc.

**Unit: II**

**Introduction to Indic Languages:**

- a) Indo-Aryan Languages
- b) Dravidian Languages
- c) Munda Languages
- d) Tibeto-Burman and Other Languages

➤ **Note: Kindly refer to the following online sources for the study material of the prescribed units.**

## Online Sources:

1.

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/languagebr.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/languagebr.pdf)

2.

<https://www.cambridge.org/core/books/indoeuropean-language-family/4B44B5ACF0D3BBA89B9408050F112A52>

3.

<https://www.mam.mml.cam.ac.uk/being-ml/overview/mmintro/why-india>

4.

[https://www.researchgate.net/profile/Debi\\_Pattanayak/publication/278000653\\_Multilingual\\_and\\_Multicultural\\_India/links/5c1006e7a6fdcc494fed89eb/Multilingual-and-Multicultural-India.pdf?\\_cf\\_chl\\_tk=M8jNl2B3Gm\\_3\\_gsNYF6bkQJ8Atv9T5ZbywqhvhW1cQ-1750513719-1.0.1.1-Fp43OR0Kvdn0IEKDyvRc2SjBYU.V.e3QWwTh3g4b5No](https://www.researchgate.net/profile/Debi_Pattanayak/publication/278000653_Multilingual_and_Multicultural_India/links/5c1006e7a6fdcc494fed89eb/Multilingual-and-Multicultural-India.pdf?_cf_chl_tk=M8jNl2B3Gm_3_gsNYF6bkQJ8Atv9T5ZbywqhvhW1cQ-1750513719-1.0.1.1-Fp43OR0Kvdn0IEKDyvRc2SjBYU.V.e3QWwTh3g4b5No)

5.

<https://www.scribd.com/document/473570050/A-Glossary-of-Morphology>

6.

<https://hslcorner.wordpress.com/wp-content/uploads/2019/09/david-crystal-a-dictionary-of-linguistics-and-phonetics-1.pdf>

7.

<https://www.cambridge.org/core/journals/journal-of-linguistics/article/abs/david-crystal-a-first-dictionary-of-linguistics-and-phonetics-london-andre-deutsch-1980-pp-390-ducrot-oswald-and-todorov-tzvetan-encyclopaedic-dictionary-of-the-sciences-of-language-translated-by-catherine-porter-oxford-blackwell-1981-pp-xii-380/AD5D4CBF934043677713EB6DD7B5036D>

8.

<https://cjpountain.sllf.qmul.ac.uk/linggloss.htm>

**Question Paper Pattern**  
**(35-Semester-End Exam. & 15-Internal Evaluation)**  
**SEMESTER–III**

**IKS**

**Title of the Paper: Etymology of Indic Languages (Theory)**

**Course Code: ENG200IKS**

<b>Examination</b>	<b>Total Marks</b>	<b>Minimum Marks for Passing</b>	<b>Total Credits</b>
<b>Internal Assessment</b>	<b>15</b>	<b>06</b>	<b>02 (T)</b>
<b>Semester-End Exam.</b>	<b>35</b>	<b>14</b>	
<b>Total Marks</b>	<b>50</b>	<b>20</b>	

**Question Paper Pattern:**

**a)Internal Evaluation**

**Total Marks: 15**

- Class Test/ Project/ Home Assignment/ Tutorial
- Oral Exam./ Presentation on the given topic/ project

**Marks – 10**

**Marks – 05**

**b)Semester-End Exam. Question Paper Pattern**

**Hours: 2 hrs**

**Marks: 35**

Q. 1) Attempt the following: (Any Two)

10

(Questions on Unit I)

Q. 2) Attempt the following: (Any Two)

10

(Questions on Unit II)

Q.3) Attempt the following: (Any Three)

15

(Questions on Unit I and II)

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