



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)

Sr. No.	Verticals	Course Codes	Semesters and their Credits	Titles of the Courses
1.	Major Core	ENG201MJ	Semester III- (4T*+2P*)	Appreciating Poetry
		ENG251MJ	Semester IV- (4T+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+2P)	English for Competitive Examination
		ENG291MN	Semester IV- (2T+2P)	English for Competitive Examination
5.	Generic/Open Electives (GE/OE)	OE201 ENG	Semester III- (2T)	Business English (for Commerce Faculty)
		OE251ENG	Semester IV- (2P)	Business English (for Commerce Faculty)
		OE202ENG	Semester III- (2T)	English for IT (for Science Faculty)
		OE252ENG	Semester IV- (2P)	English for IT (for Science Faculty)
6	Skill Enhancement Course (SEC)	SEC251ENG	Semester IV- (2P)	English for Advertisement
7.	Indian	ENG200IKS	Semester III- (2T)	Etymology of

	Knowledge System (IKS)			Indic Languages
<p>*T= Theory Credits</p> <p>*P= Practical Credits</p> <p>Total Credits for Semester III- 22</p> <p>Total Credits for Semester IV- 22</p>				

Evaluation Pattern

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

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

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

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)

Semester	III
Vertical	Major
Course Code	ENG201MJ
Course title	Appreciating Poetry
Credit	4 (T) & 2 (P)
Total Hours	120 hours
Internal marks	15
External Marks	35
Theory	4 (T)
Unit I	Theory of Poetry
Unit II	British Poetry
Unit III	American and Indian Poetry
Unit IV	Practical Components
Practical	2 (P)
Unit I	Poetry Recitation and Interpretation
Unit II	Write a Critical Appreciation of the prescribed poems

Unit III	Group Discussions and Presentations
Unit IV	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 Willaim 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)

Semester	IV
Vertical	Major
Course Code	ENG251MJ
Course title	Appreciating Drama
Credit	4 (T) & 2 (P)
Total Hours	120 hours
Internal marks	15
External Marks	35
Theory	4 (T)
Unit I	Theory of Drama
Unit II	British Drama
Unit III	Indian Drama
Unit IV	Practical Components
Practical	2 (P)
Unit I	Writing a Review of the Prescribed Plays
Unit II	Role Play
Unit III	Recitation of Soliloquy and important speeches
Unit IV	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)

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

Paper Pattern:

a) Internal Evaluation

- Practical Journal/ Project/ Home assignments
- Written Test

Total Marks: 30

Marks – 10

Marks – 20

b) Semester-End Exam Question Paper Pattern

Hours: 3hrs

Marks: 70

- | | |
|--|----|
| Q. 1) Answer the following in brief (Any Five)
(Questions on Unit I) | 10 |
| Q. 2) Answer the following in 300 words each. (Any Two)
(Questions on Unit 2) | 20 |
| Q. 3) Answer the following in 300 words each. (Any Two)
(Questions on Unit 3) | 20 |
| Q. 4) Answer the following in 300 words each. (Any Two)
(Questions on Unit 2 & 3) | 20 |

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)
Major Core
Semester III

Title of the Paper: Appreciating Poetry (Practical)

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

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)

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

Paper Pattern:

a) Internal Evaluation

- Practical Journal/ Project/ Home assignments
- Written Test

Total Marks: 30

Marks – 10

Marks – 20

b) Semester-End Exam Question Paper Pattern

Hours: 3hrs

Marks: 70

- | | |
|--|----|
| Q. 1) Answer the following in brief (Any Five)
(Questions on Unit I) | 10 |
| Q. 2) Answer the following in 300 words each. (Any Two)
(Questions on Unit 2) | 20 |
| Q. 3) Answer the following in 300 words each. (Any Two)
(Questions on Unit 3) | 20 |
| Q. 4) Answer the following in 300 words each. (Any Two)
(Questions on Unit 2 & 3) | 20 |

Question paper Pattern
(35-Semester-End Exam & 15-Internal Evaluation)
Major Core
Semester IV

Title of the Paper: Appreciating Drama (Practical)

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

Paper Pattern:

a) Internal Evaluation

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

Total Marks: 15

Marks- 10

Marks- 05

b) Semester-End Exam Evaluation

Total Marks: 35

Component 1: Recitation of soliloquy or speech/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 analyzing 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:

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 analyze their patterns in English and other languages.
- CO 3: Understand phonological rules and processes, including assimilation, elision, and stress patterns.
- CO 4: Analyze 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

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

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

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

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

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02 (T)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

Total Marks: 15

- Practical Journal/ Project/ Home assignments/Written test

Marks – 10

- Oral test/ Presentation on the given project/ topic

Marks – 05

b) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
(Questions on Unit I)

10

Q. 2) Attempt the following: (Any Two)
(Questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
(Questions on Unit 1 and 2)

15

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

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

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02 (P)
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Evaluation

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

Total Marks: 15

Marks- 10

Marks- 05

b) Semester-End Exam Evaluation

Tasks based on Practical Components from the Unit 3

Tasks based on Practical Components from the Unit 4

Application based Pair/Group Activity
on Unit 3 and 4

Total Marks: 35

10 Marks

10 Marks

15 Marks

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)**

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: FP/OJT/CEP

Year and Semester: Semester Pattern

No. of Credits: Semester III- Field Project (FP) 2 credits
Semester IV- Community Engagement Program (CEP) 2
Credits

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

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

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

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

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
- Viva Voce

Marks: 20

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)

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

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

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

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

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: Minor

Name of the Subject: English for Competitive Examinations

Year and Semester: Semester Pattern

No. of Credits: Semester III 04 (2T + 2P)
Semester IV 04 (2T + 2P)

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

Semester	III
Vertical	Minor
Course Code	ENG241MN
Course title	English for Competitive Examinations
Prescribed Text	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025

Credit	2T+2P
Total Hours	90 hours
Internal marks	15
External Marks	35
Unit I	Competitive Examinations: An Overview
Unit II	Grammar
Unit III	Practical
Unit IV	Practical

Theory: 2 Credits

Course Contents:

Unit I: Competitive Examinations: An Overview 10 Hours

1. UPSC Examinations: An Overview
2. MPSC Examinations: An Overview
3. Staff Selection Commission Examinations: An Overview
4. Entrance Tests (TOEFL, IELTS, CAT etc.): An Overview

Unit II: Grammar 20 Hours

1. Parts of Speech
2. Tenses: Importance, Types of Tenses & Usage
3. Common Errors in Sentence Construction: Correct use of Articles, Prepositions & Subject-Verb Agreement (Concord)
4. Transformation of Sentences: Transformation of Simple, Compound and Complex Sentences
5. Reported Speech
6. Change the Voice
7. Transformation of Degree
8. Affirmative to Negative Sentences, Conditional Sentences, Use of Neither _Nor, No sooner...than, Not only.. but also, Remove too, Question Tags etc.

Practical: 2 Credits 60 Hours

Unit: III

Exercises on Unit-2, Topics 1 to 4

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

Unit: IV

Exercises on Unit-2, Topics 5 to 8

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

Semester IV 2 Theory Credits & 2 Practical Credits

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

Theory: 2 Credits

Course Contents:

Unit I: Vocabulary

15 Hours

1. Synonyms & Antonyms, Cloze Test
2. Confused Words, One-word Substitution & Phrasal Verbs
3. Word Formation: Affixation, Clipping, Blending, Collocations, Coinages etc.
4. Word Transformations - (Noun to Adjective, Verb to Noun, etc.)
5. Idioms and Phrases

Unit II: Writing Skills

15 Hours

1. Common Errors in English; Punctuation & Capital letters
2. Jumbled Sentence, Para-jumbles, Para- completion etc.
3. Précis Writing : Note Making
4. Report Writing
5. Paragraph Writing, Essay Writing,
6. Application Letter

Practical: 2 Credits

Unit III:

Exercises on Vocabulary:

30 Hours

Exercises on Topic-1 to 5 from 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 Topic-1 to 6 from Unit-2

(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

SEMESTER III& IV

Title of the Paper: English for Competitive Examinations

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

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.

c) 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**

d) 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-2)
- OR**
- Q. 2) Answer any TWO of the following. (Semester-4) 20
(Questions on Unit-2)
- Q. 3) Objective questions (Any Ten) 20
(Questions on Unit-3: Do as directed./ Fill in the blanks./ MCQs etc.)
- Q. 4) Objective questions (Any Ten) 20
(Questions on Unit-4: Do as directed./ Fill in the blanks./ MCQs etc.)

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

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

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

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

Course Contents:

Unit I: Business Communication

15 Hours

- a) Small talk and Turn Taking
- b) Telephonic communication
- c) Negotiating with the clients
- d) Business presentations

Unit II: Business Correspondence

15 Hours

- a) Business letters and Emails
- b) Report Writing
- c) Writing agenda and minutes of the meeting
- d) Writing Memos

Semester IV 2 Practical Credits

Semester	IV
Vertical	GE/OE
Course Code	OE251ENG
Course title	Business English
Prescribed Text	<i>Business English</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)
Total Hours	60 hours
Internal marks	15
External Marks	35
Unit I	Use of English in the following contexts
Unit II	English for Business Purposes

Course Contents

60 Hours

Unit I: Use of English in the following contexts

- a) Meetings
- b) Workshops and Seminars
- c) Exhibition
- d) Business Forums

Unit II: English for Business Purposes

Advertising in English:

- a) English for Marketing
- b) Content Writing for Pamphlets, Brochures, Hoardings etc.
- c) English for Export and Import

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)

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

Paper Pattern:

c) Internal Evaluation

Total Marks: 15

- Practical Journal/ Project/ Home assignments/Written test

Marks – 10

- Oral test/ Presentation on the given project/ topic

Marks – 05

d) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
(Task based questions on Unit I)

10

Q. 2) Attempt the following: (Any Two)
(Task based questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
(Task based questions on Unit 1 and 2)

15

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

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

Paper Pattern:

c) Internal Evaluation

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

Total Marks: 15

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 3

10 Marks

Component 2: Task Based Activity on Unit 4

10 Marks

Component 3: Application based Pair/Group Activity on Unit 3 and 4

15 Marks

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

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Course: GE/OE

Name of the Subject: English for Information Technology

Year and Semester: Semester Pattern

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

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

Semester	III
Vertical	GE/OE
Course Code	OE202ENG
Course title	English for Information Technology

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

Course Contents:

Unit I: Basics of IT Communication

15 Hours

- Understanding IT Terminology and Jargon
- Types of IT Communication: Formal vs. Informal
- Commonly Used Phrases and Expressions in IT
- Effective Email Writing for IT Professionals

Unit II: Reading and Comprehension of IT Texts

15 Hours

- Reading Technical Manuals, Reports, and Research Papers
- Understanding Software Documentation and User Guides
- Identifying Key Information in IT Articles
- Summarizing and Paraphrasing Technical Content

Semester IV 2 Practical Credits

Semester	IV
Vertical	GE/OE
Course Code	OE252ENG
Course title	English for Information Technology
Prescribed Text	<i>English for Information Technology</i>

	(Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)
Total Hours	60 hours
Internal marks	15
External Marks	35
Practical	
Unit I	Essential Writing Skills for IT Professionals
Unit II	Oral Communication and Presentation Skills

Course Contents 60 Hours

Unit I: Essential Writing Skills for IT Professionals

- Writing Technical Reports and Proposals
- Writing User Manuals and Product Descriptions
- Preparing Project Documentation
- Writing IT Blog Posts and Articles

Unit II: Oral Communication and Presentation Skills

- Giving Technical Presentations
- Explaining IT Concepts to Non-Technical Audiences
- Handling IT Support Conversations and Client Communication
- Conducting effective virtual meetings.

Practical based on units:

Unit I: Writing Skills for IT Professionals

- Task 1: Drafting a simple user guide for an application or software.
- Task 2: Writing a short technical report on a software tool.
- Task 3: Creating an IT blog post or tutorial on a trending topic.

Unit II: Oral Communication and Presentation Skills

- Task 1: Giving a short presentation on an IT-related topic.
- Task 2: Simulating a client meeting (explaining a project to a non-technical client).
- Task 3: Participating in a mock virtual meeting using video conferencing tools.

Question Paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER–III

OE/GE

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

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

Paper Pattern:

e) Internal Evaluation

Total Marks: 15

- Practical Journal/ Project/ Home assignments/Written test

Marks – 10

- Oral test/ Presentation on the given project/ topic

Marks – 05

f) Semester-End Exam Question Paper Pattern

Hours: 2 hrs

Marks: 35

- Q. 1) Attempt the following: (Any Two)
(Task based questions on Unit I)

10

- Q. 2) Attempt the following: (Any Two)
(Task based questions on Unit 2)

10

- Q.3) Attempt the following: (Any Three)
(Task based questions on Unit 1 and 2)

15

Question paper Pattern

(35-Semester-End Exam & 15-Internal Evaluation)

SEMESTER-IV

OE/GE

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

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

Paper Pattern:

e) Internal Evaluation

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

Total Marks: 15

Marks- 10

Marks- 05

f) Semester-End Exam Evaluation

Total Marks: 35

1. Practical Components on Unit 3

10 Marks

2. Practical Components on Unit 4

10 Marks

3. Application based Pair/Group Activity

15 Marks

Based on Practical components of Unit 3 and 4

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)

Objectives:

1. To enhance students' ability to craft compelling and persuasive written content for advertising
2. To foster creativity and innovation in advertisement writing
3. 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

Semester	IV
Vertical	Skill Enhancement Course (SEC)
Course Code	SEC251ENG
Course title	English For Advertisement
Prescribed Text	<i>English For Advertisement</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2 (P)

Total Hours	60 hours
Internal marks	15
External Marks	35
Unit I	Advertising and English language
Unit II	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

- Introduction to Advertising
- History and Evolution of Advertising
- Types of Advertising
- Importance and Role of English in Advertising
- Guidelines for Writing Advertisements in English

Unit II: Writing for Advertising

- Newspaper Advertisements
- Television Advertisements
- Radio Advertisements
- Internet Advertisements

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

Title of the Paper: English for Advertisement (Practical)

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

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 practicals.

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, which 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. 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

Semester	III
Vertical	IKS
Course Code	ENG200IKS
Course title	Etymology of Indic Languages
Credit	2 (T)
Total Hours	30
Internal Marks	15
External Marks	35
Unit I	Background to Indic Languages
Unit II	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

Online Sources:

1.
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/languagebr.pdf
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<https://www.cambridge.org/core/books/indoeuropean-language-family/4B44B5ACF0D3BBA89B9408050F112A52>
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<https://www.scribd.com/document/473570050/A-Glossary-of-Morphology>
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<https://hslcorner.wordpress.com/wp-content/uploads/2019/09/david-crystal-a-dictionary-of-linguistics-and-phonetics-1.pdf>
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<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>
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<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)

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

Question Paper Pattern:

g) Internal Evaluation

Total Marks: 15

- Class Test/ Project/ Home Assignment/ Tutorial

Marks – 10

- Oral Exam./ Presentation on the given topic/ project

Marks – 05

h) Semester-End Exam. Question Paper Pattern

Hours: 2 hrs

Marks: 35

Q. 1) Attempt the following: (Any Two)
 (Questions on Unit I)

10

Q. 2) Attempt the following: (Any Two)
 (Questions on Unit 2)

10

Q.3) Attempt the following: (Any Three)
 (Questions on Unit 1 and 2)

15