BA/B. Sc./B. Com/B. HSc./BBA II Year English Language

Part A: Introduction			
Program: Diploma Course	**Class**: BA	**Year**: 2	**Session**: 2026-27
Subject: English Literature			
Course Code			
Course Title	**English Language**		
Course Type	AEC-4 (Ability Enhancement Course)		
Pre- requisite (if any)	To study this course, a student should have basic knowledge of the English language. This course is designed for all the students of the UG Second Year under the AEC category.		
Course Learning Outcomes (CLO)	**After the completion of this course, the students will be able to:** ○ Strengthen their grammar and vocabulary ○ Acquire and develop LSRW (Listening, Speaking, Reading and Writing) skills ○ Learn to think creatively and critically • After the completion of the course, students are expected to gain competency and proficiency in the English language to perform at a professional and personal level, as well as to face competitive examinations at the State and National level.		
Credit Value	2		
Total Marks	**Max Marks** - 100	**Min. passing Marks** – 35	

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Part B – Content of the Course

Total no. of lectures (in hours per week): 02
Total Lectures: 30

Unit	Topics	No. of Lectures
I	**Text Interpretation Skills** i) The Homecoming – R. N. Tagore ii) Bangle Sellers - Sarojini Naidu iii) Patriotism Beyond Politics and Religion - A.P.J. Kalam iv) Letter to God- G.L. Swanteh (Translated by Donald Yates) v) God Sees the Truth but Waits - Leo Tolstoy **Keywords**: Bridal imagery, Politics, Religion, Patriotism, Truth, urban struggle. **Activities:** • **Poetry Recitation and Performance** • Students can individually or in pairs practice and present an expressive recitation of *Bangle Sellers*, focusing on rhythm, tone, and vocal modulation. • They can explain their interpretation of the imagery (e.g., "rainbow-tinted circles of light" of the bangles). • Students can be asked to bring out the beautiful scene in nature they have encountered, using strong sensory details and vocabulary related to the poem	**15**

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	• *Bangle Sellers*- write a descriptive advertisement for the bangles, highlighting what each colour • signifies (e.g., "shining," "bridal").	
II	**Grammar** • Active – Passive voice • Direct – Indirect Narration • Transformation of Sentences **Keywords:** Narrations, Active Passive, affirmative, negative, interrogative sentences **Activities:** • Divide the class into small group and ask them to transform sentences. • Prepare them for competitive exams by giving objective -type questions. • Ask them to make a handbook of various forms of verbs, helping verbs according tense, person and numbers	**05**
III	**Comprehension Skills – Reading** • Unseen passages • Multiple choice questions based on unseen passages ***Keywords***: Understanding, quick analysis. ***Activity:*** Focusing on reading speed, accuracy, and critical analysis):	**02**

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	• **Timed Reading Challenge**:
	  • Present students with a short, unseen passage and instruct them to read it only once.
	  • Immediately after, give them a set of multiple-choice questions (MCQs) to answer within a strict time limit (e.g., 5-7 minutes).	

IV	**Unit IV: Basic Language Skills** Use of idioms, phrases and punctuations, misspelt words, re-organising jumbled sentences, ***Keywords***: Idioms, phrases, jumbling words ***Activities:*** **Idioms and Phrases in Context (Speaking/Writing)** • **Activity:** Divide the class into teams and conduct an "Idiom Charades" or "Pictionary" competition. One student acts out or draws an idiom/phrase, and their team guesses it.Students will use the guessed idioms/phrases to construct short, relevant dialogues or a paragraph, focusing on using them naturally and correctly in context. • **Punctuation and Rewriting:** • **Activity:** Provide students with several short paragraphs that are deliberately missing all or most punctuation (commas, apostrophes, quotation marks, full stops).	**04**

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	• **"Jumbled Sentence Relay" (Team Activity):** **Activity**: Give students jumbled words and ask students to write grammatically correct sentences.	
V	• **Writing Skills** • Notice Writing • Advertisement • Expansion of an Idea ***Activities*** • Focus on different registers used in advertisements. • Give different area of advertisement to students and ask them to highlight the product quality. • Practice how to organise thoughts and make a coherent paragraph	**04**
		30

Textbooks, Reference Books, Other Resources

Suggested Readings

Texts:

- Tagore, Rabindranath. *The Homecoming and My Lord, the Baby*. Kessinger, 2010.
- Naidu, Sarojini. *The Bird of Time*. William Heinemann, 1012.
- Kalam, APJ Abdul. *Ignited Minds*, Penguin, 2014.
- *First Flight*, NCERT, 2021.
- Tolstoy, Leo. *God Sees the Truth but Waits*. Otbebookpublishing , 2015.

Extended Readings

- Oxford English Language Reference. Compact Oxford Dictionary, Thesaurus and Word Power Guide. OUP.
- Brush Up Your English by ST Imam. BharatiBhawan Publishers & Distributors, 2017
- N. D. Turton and J.B. Heaton. Dictionary of Common Errors. Longman Ltd. 1998

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- SuzanaRoopa. A Practical Course in English Pronunciation. McGraw-Hill Education India
- Chris Lele. The Vocabulary Builder Workbook. Zephyros Press
- S. P. Dhanvel. English and Soft Skills. Orient Black Swan, 2010.
- Dr M. Farook. English for Communication, Emerald Publishers, 2015.
- Dr Mathew Joseph. Fine-tune your English. Orient Black Swan, 2010.
- E. Suresh Kumar, B Yadava Raju and C Muralikrishna. Skills in English. Orient Black Swan, 2013.
- Bill Bryson. The Mother Tongue: English and How it Got it that Way. Harper Collins, 1990.

Digital Links

- www.englishclub.com
- https://nptel.ac.in
- http://www.bbc.co.uk/learningenglishhttps://www.eslfast.com
- https://www.myenglishpages.com

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Part D – Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 University Examination: 100		
External Assessment: University Exam Time: 02 hours	Section 'A' 8 questions to be set and 05 to be attempted from Unit I,	
	Section 'B' Do as Directed - -Grammar 15 questions to be set 10 to be attempted from, Unit II.	6x5=30
	-Unseen passage 02 to be set 01 to be attempted, 05 questions of three marks each, Unit III	2x10=20
	-Basic Language Skills – 08 questions to be set 05 to be attempted from Unit IV	3x5=15
	Section 'C' Writing Skills: Unit V (a) Notices and advertisements with internal choice (b) Expansion of Idea, 03 to be asked 01 to be attempted	2x5=10 15 10

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