

CODE: B.A.M.JENGr - 1118T

CODE: B.A.M.JENGr - 1118T (Composition and Grammar)B.A. I  
eng comp  
A&CL T P  
2 1 0

Pass percentage: 35 %

External Examination Time: 1 hour 30 minutes

Duration: Lectures : 2 Per Week  
Tutorials : 1 Per Week

Self Study: Minimum 2 hours Per Week

External Exam Marks: 35 Marks

Internal Assessment: 15 Marks

**Course objectives:**

1. To develop a strong foundation in English grammar, including parts of speech, sentence structure, and punctuation.
2. To enhance students' writing skills through guided practice in various forms of composition such as paragraphs, essays, letters, and reports.
3. To cultivate clarity, coherence, and unity in written communication.
4. To build editing and proofreading abilities for self-correction and improvement of written work.
5. To encourage creative and critical thinking through structured writing exercises and assignments.

**Course Outcomes:**

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

1. Apply standard grammatical rules to construct clear and grammatically correct sentences.
2. Compose well-structured written texts for academic and professional purposes.
3. Organize ideas logically and cohesively in essays, letters, and other written formats.
4. Identify and correct common grammatical, punctuation, and usage errors in their own and others' writing.
5. Demonstrate improved writing fluency and stylistic awareness across different contexts and audiences.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper shall comprise three sections.

Section-A shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks.

Section - B shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks.

Section-C will be compulsory with 11 questions from its respective portion in the syllabus of 01 marks. The section shall be of 11 marks.

The following units are to be studied: Units Exercises: 1-25, 69-81, Appendix 1-4. Solomon, Philip Sunil. Objective General English. Oxford University Press. The following units are to be studied: Exercises: 01 (Nouns), 3 (Articles), 10 (Tenses).

Dr.....

Mr.....

Mr.....

Mr.....

Ms.....

Ms.....

Dr.....

Mr.....

Mr.....

Mr.....

Ms.....

Ms.....

Dr.....

Mr.....

Mr.....

Mr.....

### INSTRUCTIONS FOR THE CANDIDATES

The question paper shall comprise three sections.

Section-A shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks.

Section – B shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks.

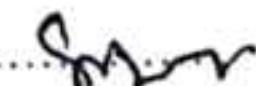
Section-C will be compulsory with 11 questions from its respective portion in the syllabus of 01 marks. The section shall be of 11 marks.

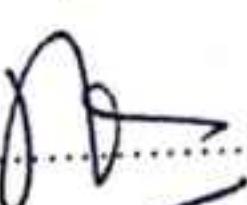
The following units are to be studied: Units Exercises: 1-25, 69-81, Appendix 1-4. Solomon, Philip Sunil.

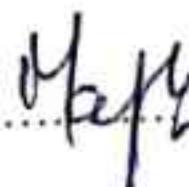
Objective General English. Oxford University Press. The following units are to be studied: Exercises: 01 (Nouns), 3 (Articles), 10 (Tenses).

Dr. 

Mr. 

Ms. 

Dr. 

Mr. 

Ms. 









## SECTION-A

1. Job Application Letters and CVs
2. Letter Writing (including E-mails)

## SECTION-B

1. Report Writing
2. Making Notes

## SECTION-C

Murphy, Raymond. English Grammar or Use. Fourth Edition, Cambridge University Press, 2017. The following units are to be studied: Units Exercises: 1-25, 69-81, Appendix 1-4. Solomon, Philip Sunil. Objective General English. Oxford University Press. The following units are to be studied: Exercises: 01 (Nouns), 3 (Articles), 10 (Tenses).

### Recommended Book and Suggested Readings:

1. Practical English Grammar by Thomson and Martinet
2. Grammar in Use by Raymond Murphy
3. A Communicative Grammar of English by Geoffrey Leech and Jan Svartvik
4. College Writing Skills with Readings by John Langan
5. The Written Word by Vandana R Singh
6. The Student's Companion By Welfred D. Best (Collins)

### Teaching Learning Activities:

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.

Dr.....

Mr.....

Ms.....

Dr.....

Mr.....

Ms.....

Pass percentage: 35%

External Examination Time: 1 hour 30 minutes

External Exam Marks: 35 Marks  
Internal Assessment: 15 Marks

Total : 50 Marks

**Course objectives:** 1. To acquaint students with major poets and movements in Modern English poetry from the late 19th century to the present.

2. To enable students to understand and analyze modern poetic forms, themes, and techniques, including symbolism, imagism, and free verse.
3. To explore the social, political, and philosophical contexts that influenced modern poetry, such as war, industrialization, and modernism.
4. To foster critical reading and interpretation skills through close textual analysis of selected poems.
5. To encourage appreciation of diverse poetic voices, including those from different cultures, genders, and postcolonial backgrounds writing in English.

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

1. Apply standard grammatical rules to construct clear and grammatically correct sentences.
2. Compose well-structured written texts for academic and professional purposes.
3. Organize ideas logically and cohesively in essays, letters, and other written formats.
4. Identify and correct common grammatical, punctuation, and usage errors in their own and others' writing.
5. Demonstrate improved writing fluency and stylistic awareness across different contexts and audiences.

## INSTRUCTIONS FOR THE PAPER-SETTER

The question paper shall comprise three sections

Section A shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks

Section-B shall have two questions from its respective portion in the syllabus. Out of the two questions, the candidate shall be required to attempt any one question. The section shall be of 12 marks.

Section-C will be compulsory with 11 questions from its respective portion in the syllabus of 01 marks. The section shall be of 11 marks.

The following units are to be studied: Units Exercises: 26 -52, 82-91, Appendix 5-6. Solomon, Philip Sunil. Objective General English. Oxford University Press. The following units are to be studied: Exercises: 2 (Pronoun), 04 (Quantifies), 12 (Modal Verbs), 13 (Active Voice and Passive Voice) and 22 (Narration: Direct and Indirect Speech)

## **INSTRUCTIONS FOR THE CANDIDATES**

**INSTRUCTIONS FOR THE CANDIDATES**  
Candidates are required to attempt any two questions from Section A, any two questions from Section B and all question of section C.

## SECTION-A

### 1. Effective Writing

Definition ,Steps for effective writing , Types of effective writing, Principles, Guidelines And Importance of effective writing, Need for effective writing

### 2. Interpretation of Technical Data/Statistical Information

## SECTION-B

### 1. Developing a story

### 2. Paragraph Writing

## Section C

Murphy, Raymond. English Grammar in Use. Fifth Edition, Cambridge University

Press, 2017. The following units are to be studied Exercises: 26-52, 82-91, Appendix 5-6.

Solomon, Philip Sunil. Objective General English. Oxford University Press. The following units are to be studied Exercises: 2 (Pronoun), 04 (Quantifiers), 12 (Modal Verbs), 13 (Active Voice and Passive Voice) and 22 (Narration: Direct and Indirect Speech)

### Recommended Book and Suggested Readings:

1. *Practical English Grammar* by Thomson and Martinet
2. *Grammar in Use* by Raymond Murphy
3. *The Student's Companion* By Welfred D. Best (Collins)
4. *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik
5. *College Writing Skills with Readings* by John Langan
6. *The Written Word* by Vandana R Singh

### Teaching Learning Activities:

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organized to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement



Handwritten signatures of students are displayed in a grid format. The signatures are in cursive and include the following names: Murali, Siva, Meenakshi, Siva, and others. The signatures are written in black ink on a white background.

**NAME: 111211**  
**Minor- I (Reading Literary Texts)**

*B. A. 2<sup>nd</sup> Year  
 English (Hindi)*

Pass percentage: 35%

External Examination Time: 3 hours

**Course objectives:** 1. To introduce students to diverse literary genres such as poetry, drama, fiction, and non-fiction from various cultures and time periods.

2. To develop students' critical thinking and interpretative skills through close reading and textual analysis of literary works.
3. To enhance students' understanding of literary elements and techniques, such as theme, character, setting, symbolism, tone, and narrative structure.
4. To cultivate an appreciation for the aesthetic and cultural value of literature and its role in reflecting and shaping society.
5. To encourage informed discussion and personal engagement with literature through class participation, writing assignments, and presentations.

**Course Outcomes:** 1. Demonstrate the ability to read and analyze literary texts critically, identifying key literary devices and interpreting their function.

2. Articulate informed responses to literary texts, both orally and in writing, using appropriate literary terminology.
3. Recognize and evaluate themes, cultural contexts, and historical backgrounds in the interpretation of literary works.
4. Compare and contrast different literary genres and styles, showing awareness of their unique features and effects.
5. Apply analytical and reflective skills to explore human experiences as presented in literature, enhancing empathy and cultural awareness.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper shall have three sections.

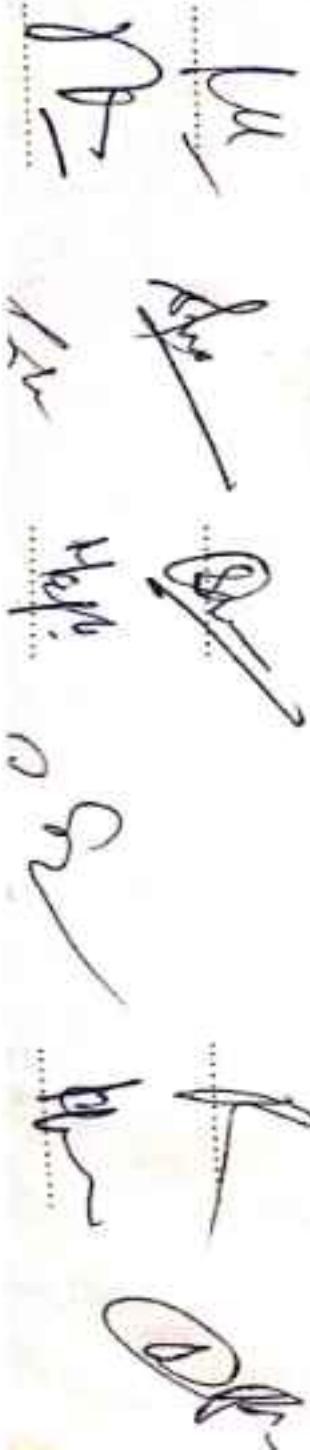
Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks.

The instruction for Section B remain the same as those of section A. Section B shall carry  $12+12=24$  marks.

Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

**INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt any two questions from Section A, any two questions from Section B and all question of section C.



## SECTION-A

### Essay

1. The Man Who Loved Trees by Ruskin Bond
2. Secondhand Prose by Anne Fadiman
3. My Educational Outlook by RK Narayan
4. The Teacher by Rabindranath Tagore
5. The Place Across the Mountains by Pico Iyer

*What is Literature?*

*Various genres of literature?*

## SECTION-B

### Short Story

1. We Miss You by Lydia Davis
2. The Finest Story in the World by Rudyard Kipling
3. The Bride by Anton Chekhov
4. Harry's Death by Raymond Carver
5. The Gathering by Vinod Kumar Shukla

*Literature and society*

*Literature in today's world*

### Recommended Book and Suggested Readings:

- a. M. H. Abrams & Geoffrey Galt Harpham – *A Glossary of Literary Terms*
- b. Terry Eagleton – *How to Read Literature*
- c. David Lodge – *The Art of Fiction*
- d. *The Student's Companion* By Welfred D. Best (Collins)
- e. The Norton Anthology of English Literature (Multiple volumes, Ed. Stephen Greenblatt et al.)
- f. E. M. Forster – *Aspects of the Novel*

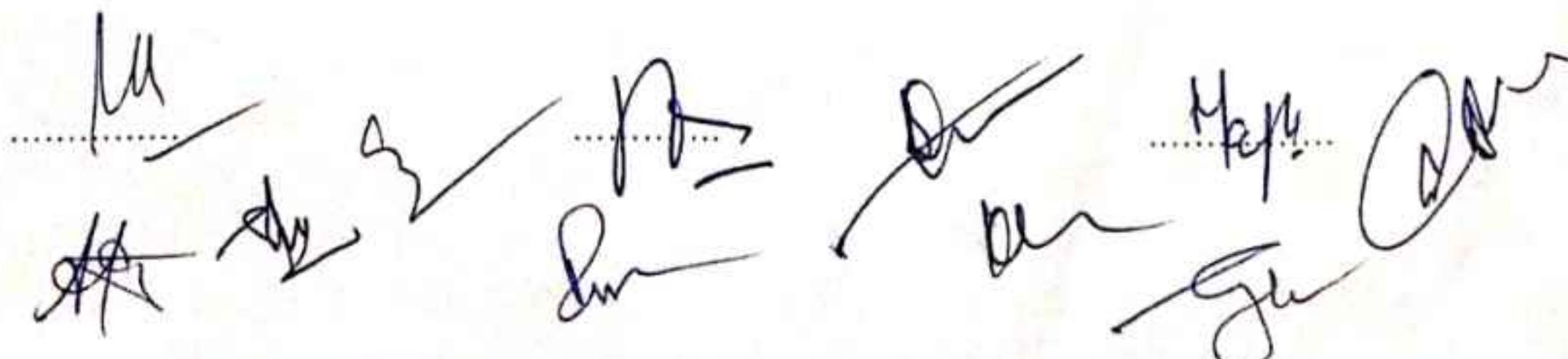
### Teaching Learning Activities:

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organized to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.



Handwritten signatures of faculty members are visible at the bottom of the page. The signatures include 'Mr. M. H. Abrams', 'Mr. G. Galt Harpham', 'Mr. D. Lodge', 'Mr. E. M. Forster', and 'Mr. W. D. Best'.

## SECTION-A

### Essay

1. The Man Who Loved Trees by Ruskin Bond
2. Secondhand Prose by Anne Fadiman
3. My Educational Outlook by RK Narayan
4. The Teacher by Rabindranath Tagore
5. The Place Across the Mountains by Pico Iyer

*What is Literature?*

*Various genres of literature?*

## SECTION-B

### Short Story

1. We Miss You by Lydia Davis
2. The Finest Story in the World by Rudyard Kipling
3. The Bride by Anton Chekhov
4. Harry's Death by Raymond Carver
5. The Gathering by Vinod Kumar Shukla

*Literature and society*

*Literature in today's world*

### Recommended Book and Suggested Readings:

- a. M. H. Abrams & Geoffrey Galt Harpham – *A Glossary of Literary Terms*
- b. Terry Eagleton – *How to Read Literature*
- c. David Lodge – *The Art of Fiction*
- d. *The Student's Companion* By Welfred D. Best (Collins)
- e. The Norton Anthology of English Literature (Multiple volumes, Ed. Stephen Greenblatt et al.)
- f. E. M. Forster – *Aspects of the Novel*

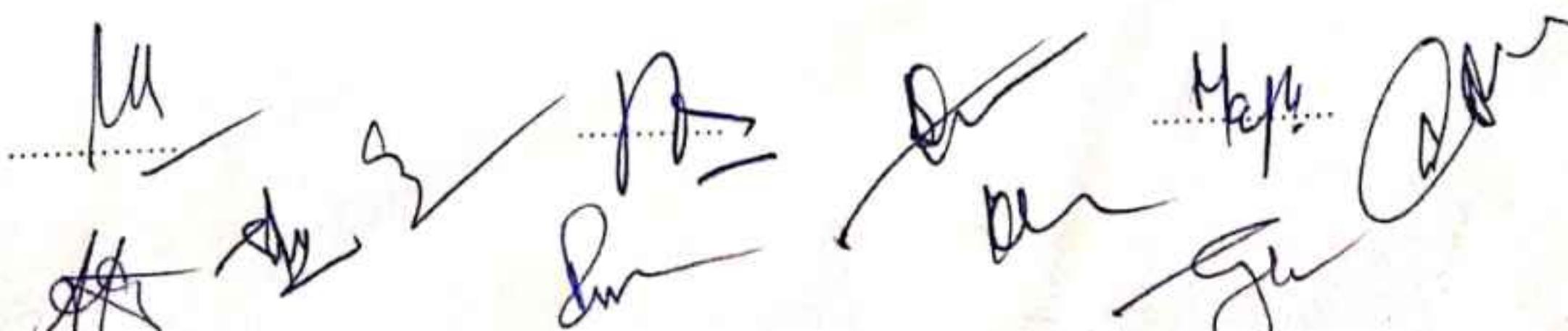
### Teaching Learning Activities:

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organized to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.



**CODE: BAMNELI1221T**  
**Minor-2 (Modern Poetry in English)**

BA-2  
 English literature  
 (Minor-2)

Pass percentage: 35%

External Examination Time: 3 hours

External Exam Marks: 70 Marks

Internal Assessment: 30 Marks

Total: 100 Marks

**Course Objectives:**

1. To acquaint students with major poets and movements in Modern English poetry from the late 19th century to the present.
2. To enable students to understand and analyze modern poetic forms, themes, and techniques, including symbolism, imagism, and free verse.
3. To explore the social, political, and philosophical contexts that influenced modern poetry, such as war, industrialization, and modernism.
4. To foster critical reading and interpretation skills through close textual analysis of selected poems.
5. To encourage appreciation of diverse poetic voices, including those from different cultures, genders, and postcolonial backgrounds writing in English.

**Course Outcomes:**

1. Identify and discuss key characteristics of Modern English poetry, including major movements such as Modernism, Imagism, and Postmodernism.
2. Demonstrate understanding of the historical and cultural background that shaped modern poetic expression.
3. Analyze and interpret modern poems critically, using appropriate literary terminology and theoretical frameworks.
4. Compare the works of different modern poets, highlighting stylistic features, thematic concerns, and philosophical insights.
5. Express informed personal responses to modern poetry, both in written assignments and classroom discussions.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper shall have three sections

Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks.

The instructions for Section B remain the same as those of Section A. Section B shall carry  $12+12=24$  marks. Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

**INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt any two questions from Section A, any two questions from Section B and all questions of section C.

### SECTION-A

1. Octavio Paz: "Wind, Water, Stone"
2. Andre Lorde: "Who Said it Was Simple"
3. Emily Dickinson: "They Shut Me Up in Prose"
4. Dylan Thomas: " Do Not Go Gentle into that Good Night"
5. Kahlil Gibran: "Two Learned Men"

### SECTION-B

6. Rabindranath Tagore: "Where the Mind is Without Fear"
7. Agha Shahid Ali: "Post-Card from Kashmir"
8. Robert Frost: "The Road Not Taken"
9. Arvind Krishna Mehrotra: "To an Unborn Daughter "
10. R.K. Ramanujan: "Ecology"

#### Recommended Book and Suggested Readings:

1. Michael Roberts (Ed.) – *The Faber Book of Modern Verse*
2. *The Student's Companion* By Welfred D. Best (Collins)
3. Cleanth Brooks and Robert Penn Warren – *Understanding Poetry*
4. Michael Schmidt – *Lives of the Poets*
5. T. S. Eliot – *The Sacred Wood: Essays on Poetry and Criticism*
6. David Perkins – *A History of Modern Poetry (Vol. 1 & 2)*

#### Teaching Learning Activities:

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.



Handwritten signatures of faculty members are scattered across the page, including:

- Top left: "M. ...."
- Top center: "A. ...."
- Top right: "R. ...."
- Bottom left: "P. ...."
- Bottom center: "M. ...."
- Bottom right: "P. ...."
- Bottom center-right: "G. ...."
- Bottom right: "O. ...."

L T P

Duration:

External Exam Marks:

Internal Assessment:

Pass percentage:

External Examination Time:

**Course objectives:** 1. Understand the Basics of Communication: Gain knowledge about the fundamental concepts and types of communication.

2. Communication: Enhance Verbal and Non-verbal Skills: Improve speaking, listening, and body language skills for effective

3. Develop Written Communication: Master the art of writing professional documents and emails.

4. Strengthen Soft Skills: Build essential soft skills like teamwork, leadership, and time management.

**Course Outcomes:** 1. Effective Communication: Demonstrate improved verbal, non-verbal, and written communication skills.

2. Professional Interaction: Exhibit proper professional etiquette and conduct in various settings.

3. Enhanced Soft Skills: Apply teamwork, leadership, and conflict resolution skills in professional scenarios.

4. Technological Proficiency: Utilize modern communication tools and maintain a professional online presence.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The End Semester examination will be of 1 hour 30 minutes duration. The question paper will consist of three sections. Section A, B and C. Section A and B will have four questions each from the respective sections of the syllabus out of which the candidate will be required to attempt two questions. each. Each question will carry 06 marks. Sections C will be compulsory with 11 objective/short-answer type questions of 01 mark each which will cover the entire syllabus.

**INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from Section A and Section B of the question paper. Each question in these sections should be answered in about 450-500 words. Each question carries 12 marks, making a total of 24 marks for Section A and 24 marks for Section B. Section C is compulsory and consists of eleven short-answer questions. All questions in Section C must be attempted. This section carries a total of 22 marks.

Dr.....

Mr.....

Ms.....

Dr.....

Mr.....

Ms.....

Dr.....

Mr.....

Dr.....

**SECTION-A****Communication Skills: -**

- Introduction
- Definition
- Importance and Purpose of Communication
- Process of Communication
- Elements of Communication

**Types of Communication:**

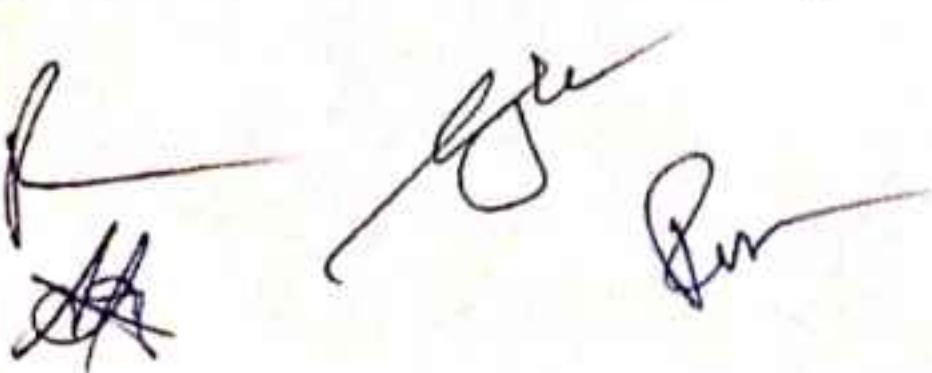
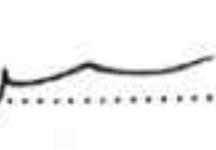
- Verbal Communication and Non-Verbal Communication
- Need for Effective Communication
- The 7C's of Effective Communication
- Barriers to communication and how to overcome them

**Four Modules**

- Speaking And Listening ,
- Reading And Writing

**Essential Soft skills:**

- Group discussion
- Presentation skills
- Decision making
- Team work
- Time-management
- Public speaking and presentation skills

Dr.....Mr....Ms.....Dr.....Mr....Ms.....

**SECTION-B****Writing Skills:**

- Basics of Writing
- Paragraph Writing
- Advertisements
- Paraphrasing and Summarizing
- Note Making

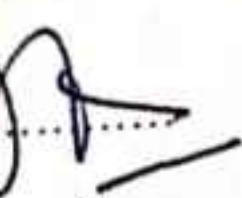
**Letter Writing**

- Informal Letter and Formal Letter
- Essential and Occasional parts of a letter
- Characteristic and Layout

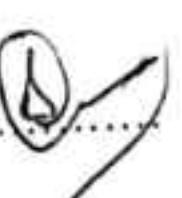
**Effective Writing**

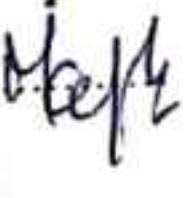
- Importance And Purpose Of effective Writing
- Characteristics of effective writing
- Writing Process of Effective Writing

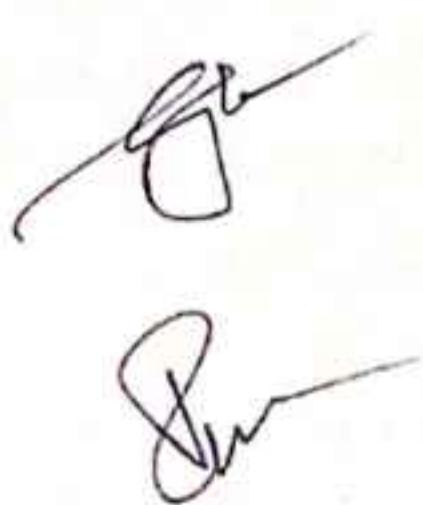
Dr..... 

Dr..... 



Mr..... 

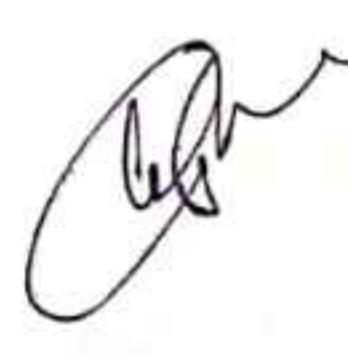
Mr..... 





Ms..... 

Ms..... 



**Recommended Book and Suggested Readings:**

- How to Win Friends and Influence People" by Dale Carnegie
- Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler
- Nonviolent Communication: A Language of Life" by Marshall B. Rosenberg
- Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves
- "The Art of Public Speaking" by Stephen E. Lucas
- Difficult Conversations: How to Discuss What Matters Most" by Douglas Stone, Bruce Patton, and Sheila Heen

**Teaching Learning Activities:**

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Role Plays:** Builds real-life speaking and body language skills.

**Presentations:** Enhances public speaking and clarity.

**Listening Activities:** Develops careful listening and comprehension.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills. seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement

Dr. ....  
A.J. Dr. ....

Dr. ....  
Mr. ....

Mr. ....  
Ms. ....

Mr. ....  
Ms. ....

CODE: BAI/RE A 1224T

1224T  
B. A. I

**IDC-2/MDC-2 (Reading Poetry)**

L T P

4 0 0

Pass percentage: 35 %

External Examination Time: 3 hours

Duration: Lectures : 4 Per Week  
Self Study: Minimum 4 hours Per Work

External Exam Marks: 70 Marks  
Internal Assessment: 30 Marks

**Course objectives:**

1. To acquaint students with major poets and movements in Modern English poetry from the late 19th century to the present.
2. To enable students to understand and analyze modern poetic forms, themes, and techniques, including symbolism, imagism, and free verse.
3. To explore the social, political, and philosophical contexts that influenced modern poetry, such as war, industrialization, and modernism.
4. To foster critical reading and interpretation skills through close textual analysis of selected poems.
5. To encourage appreciation of diverse poetic voices, including those from different cultures, genders, and postcolonial backgrounds writing in English.

**Course learning Outcomes:**

1. Identify and discuss key characteristics of Modern English poetry, including major movements such as Modernism, Imagism, and Postmodernism.
2. Demonstrate understanding of the historical and cultural background that shaped modern poetic expression.
3. Analyze and interpret modern poems critically, using appropriate literary terminology and theoretical frameworks.
4. Compare the works of different modern poets, highlighting stylistic features, thematic concerns, and philosophical insights.
5. Express informed personal responses to modern poetry, both in written assignments and classroom discussions.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper shall have three sections.

Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks.

The instruction for Section B remain the same as those of section A. Section B shall carry  $12+12=24$  marks.

Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

Dr.....

Mr.....

Ms.....

Dr.....

Mr.....

Ms.....

## INSTRUCTIONS FOR THE CANDIDATES

The question paper shall have three sections.

Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks.

The instruction for Section B remain the same as those of section A. Section B shall carry  $12+12=24$  marks.

Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

### SECTION-A

1. "Sonnet 116" - William Shakespeare
2. "The Village Schoolmaster" - Oliver Goldsmith
3. "On His Blindness" - John Milton
4. "The Solitary Reaper" - William Wordsworth
5. "The Charge Of The Light Brigade" - Alfred Lord Tennyson

### SECTION-B

1. "Pippa's Song" - Robert Browning
2. "Where the Mind is Without Fear" - Rabindranath Tagore
3. "I Sit and Look Out" - Walt Whitman
4. "Night of the Scorpion" - Nissim Ezekiel
5. "The Road Not Taken" - Robert Frost

### SECTION-C

**Introduction to poetry :** Definition and purpose

**Elements of poetry :** Form, Stanza, Rhyme, Rhythm, Meter, Imagery, Sound Devices (Alliteration, Assonance, Consonance) , Tone, Mood, Symbolism

**Basic Poetic forms:** Sonnet, Free Verse, Ballad, Elegy, Narrative Poem, Epic

#### Recommended Book and Suggested Readings:

- a. M. H. Abrams & Geoffrey Galt Harpham .
- b. *A Glossary of Literary Terms*
- c. *Cengage India Private Limited, 2015*
- d. David Perkins – *A History of Modern Poetry (Vol. 1 & 2)*

Dr.....

Mr.....

Ms.....

Dr.....

Mr.....

Ms.....

**Teaching Learning Activities:**

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement

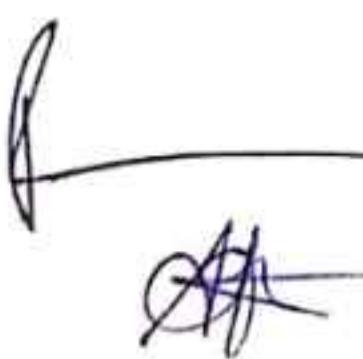
Dr.....

Mr. Ms....

Dr.....

Mr. 

Ms.....



## BAMNEI-II121T

### Minor-I(Reading Literary Texts)

Pass percentage: 35%

External Examination Time: 3 hours

**Course objectives:** 1. To introduce students to diverse literary genres such as poetry, drama, fiction, and non-fiction from various cultures and time periods.

2. To develop students' critical thinking and interpretative skills through close reading and textual analysis of literary works.
3. To enhance students' understanding of literary elements and techniques, such as theme, character, setting, symbolism, tone, and narrative structure.
4. To cultivate an appreciation for the aesthetic and cultural value of literature and its role in reflecting and shaping society.
5. To encourage informed discussion and personal engagement with literature through class participation, writing assignments, and presentations.

**Course Outcomes:** 1. Demonstrate the ability to read and analyze literary texts critically, identifying key literary devices and interpreting their function.

2. Articulate informed responses to literary texts, both orally and in writing, using appropriate literary terminology.
3. Recognize and evaluate themes, cultural contexts, and historical backgrounds in the interpretation of literary works.
4. Compare and contrast different literary genres and styles, showing awareness of their unique features and effects.
5. Apply analytical and reflective skills to explore human experiences as presented in literature, enhancing empathy and cultural awareness.

#### INSTRUCTIONS FOR THE PAPER-SETTER

The question paper shall have three sections. Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks. The instruction for Section B remain the same as those of section A. Section B shall carry  $12+12=24$  marks. Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

#### INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt any two questions from Section A, any two questions from Section B and all question of section C.

**SECTION-A****Essay**

1. The Man Who Loved Trees by Ruskin Bond
2. Secondhand Prose by Anne Fadiman
3. My Educational Outlook by RK Narayan
4. The Teacher by Rabindranath Tagore
5. The Place Across the Mountains by Pico Iyer

*What is Literature?**Various genres of literature?***SECTION-B****Short Story**

1. We Miss You by Lydia Davis
2. The Finest Story in the World by Rudyard Kipling
3. The Bride by Anton Chekhov
4. Harry's Death by Raymond Carver
5. The Gathering by Vinod Kumar Shukla

*Literature and society**Literature in today's world***Recommended Book and Suggested Readings:**

- a. M. H. Abrams & Geoffrey Galt Harpham – *A Glossary of Literary Terms*
- b. Terry Eagleton – *How to Read Literature*
- c. David Lodge – *The Art of Fiction*
- d. *The Student's Companion* By Welfred D. Best (Collins)
- e. The Norton Anthology of English Literature (Multiple volumes, Ed. Stephen Greenblatt et al.)
- f. E. M. Forster – *Aspects of the Novel*

**Teaching Learning Activities:**

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organized to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.

I. T P

Pass percentage:

External Examination Time: 3 hours

Duration: 3 hours  
External Exam Marks: 70 Marks  
Internal Assessment: 30 Marks**Course Objectives:**

1. To acquaint students with major poets and movements in Modern English poetry from the late 19th century to the present.
2. To enable students to understand and analyze modern poetic forms, themes, and techniques, including symbolism, imagism, and free verse.
3. To explore the social, political, and philosophical contexts that influenced modern poetry, such as war, industrialization, and modernism.
4. To foster critical reading and interpretation skills through close textual analysis of selected poems.
5. To encourage appreciation of diverse poetic voices, including those from different cultures, genders, and postcolonial backgrounds writing in English.

**Course Outcomes:**

1. Identify and discuss key characteristics of Modern English poetry, including major movements such as Modernism, Imagism, and Postmodernism.
2. Demonstrate understanding of the historical and cultural background that shaped modern poetic expression.
3. Analyze and interpret modern poems critically, using appropriate literary terminology and theoretical frameworks.
4. Compare the works of different modern poets, highlighting stylistic features, thematic concerns, and philosophical insights.
5. Express informed personal responses to modern poetry, both in written assignments and classroom discussions.

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper shall have three sections. Section A shall have four questions, of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks. The instructions for Section B remain the same as those of Section A. Section C shall carry  $12+12=24$  marks. Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

Dr. ....

Mr. ....

Mr. ....

Mr. ....

Dr. ....

Mr. ....

Mr. ....

Mr. ....

Mr. ....

## INSTRUCTIONS FOR THE CANDIDATES

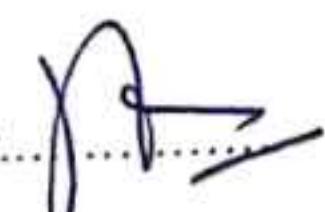
The question paper shall have three sections

Section A shall have four questions , of which the student shall be required to attempt any two in about 450-500 words each. Each question shall carry 12 marks. Section A shall carry  $12+12=24$  marks.

The instructions for Section B remain the same as those of Section A. Section B shall carry  $12+12=24$  marks.

Section C will be compulsory and shall comprise eleven short-answer type questions. Each question shall be of 02 marks and shall cover the entire syllabus ( $2 \times 11=22$  marks).

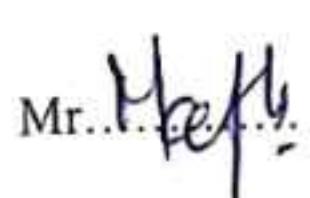
Dr.....  


Dr.....  




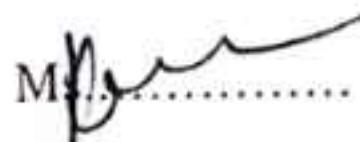


Mr.....  


Mr.....  






Mr.....  


Ms.....  




**SECTION-A**

- Octavio Paz: "Wind, Water, Stone"
- Andre Lorde: "Who Said it Was Simple"
- Emily Dickinson: "They Shall Not Grow Old"
- Dylan Thomas: "Do Not Go Gentle into that Good Night"
- Kahlil Gibran: "Two Learned Men"
- Rabindranath Tagore: "Where the Mind is Without Fear"
- Agha Shahid Ali: "Post-Card from Kashmir"
- The Road Not Taken: "Robert Frost"**
- Arvind Krishna Mehta: "To an Unborn Daughter"
- R.K. Ramanujan: "Ecology"

**SECTION-B**

- Michael Roberts (Ed.) – *The Faber Book of Modern Verse*
- The Student's Companion By* Walfred D. Best (Collins)
- Cleanth Brooks and Robert Penn Warren – *Understanding Poetry*
- Michael Schmidt – *Lives of the Poets*
- T. S. Eliot – *The Sacred Wood: Essays on Poetry and Criticism*
- David Perkins – *A History of Modern Poetry (Vol. 1 & 2)*

**Recommended Book and Suggested Readings:**

**Teaching Learning Activities:**

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement.

Dr.....  
Mr.....

Dr.....  
Mr.....

Mr.....  
Mr.....

Mr.....  
Mr.....

Mr.....  
Mr.....

Mr.....  
Mr.....

BCA(Semester -I).

(Session:2025-26)

CODE: BCA 1105T

General English

L T P  
5 0 0

Pass percentage: 35 %

External Examination Time: 3 hours

Duration: 5 Lectures per week  
External Exam Marks: 70 Marks  
Internal Assessment: 30 Marks**Course objectives:**

1. To strengthen students' foundational English language skills (Listening, Speaking, Reading, and Writing) for academic and professional success.
2. To improve grammatical accuracy and vocabulary usage for clear and effective communication.
3. To develop reading comprehension and analytical skills through exposure to various literary and informative texts.
4. To enhance professional writing skills, including email writing, report writing, and technical descriptions.
5. To build confidence in oral communication, particularly for presentations, interviews, and workplace conversations.

**Course Learning Outcomes:**

1. Demonstrate improved communication skills in both academic and professional settings, using correct grammar and vocabulary.
2. Read and comprehend texts of general and technical interest, and respond to them critically and analytically.
3. Write clearly and effectively, including emails, reports, and short essays relevant to professional and IT contexts.
4. Participate confidently in discussions, presentations, and interviews, using appropriate spoken English.

Apply English language skills in day-to-day situations, as well as in computing and IT-related workplace environments.

Dr.....

Mr.....

Mr.....

Dr.....

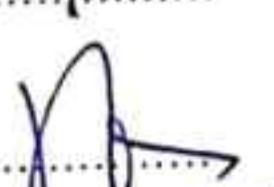
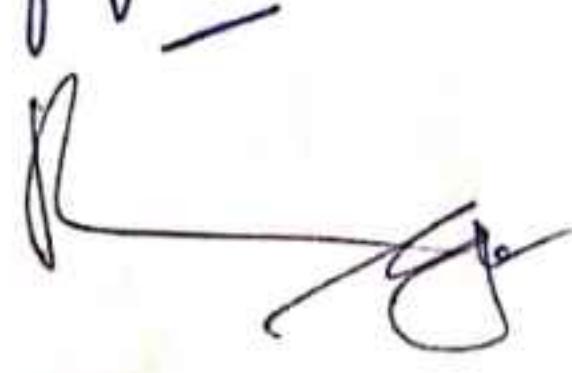
The question paper shall consist of three Units. Unit-I shall be of 24 marks; Unit-II shall be of 24 marks; and Unit-III shall carry 22 marks and shall contain questions from the preceding Units, thus covering the entire syllabus.

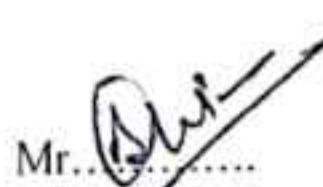
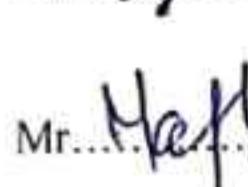
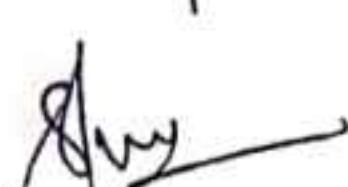
**INSTRUCTIONS FOR THE CANDIDATES**  
**UNIT-I**

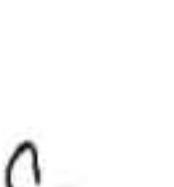
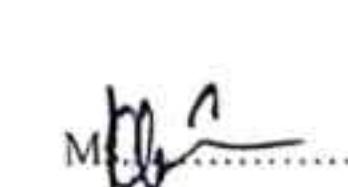
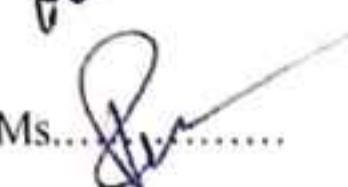
1. There will be one lengthy question with internal choice on paragraph writing or developing a story based on themes like introducing oneself/someone, describing daily schedules, making invitations and excuses, talking about abilities and describing past experiences etc. The answer should be in about 350-400 words. 12 marks
2. This question will carry an internal alternative and will be based on Personal (or Informal) letter writing. 12 marks
3. This question will carry twelve incomplete sentences to be set from prescribed units of English Grammar in Use. The students will complete the given sentences. Each shall carry one mark. 12 marks
4. This question will pertain to answering questions based on a passage set from prescribed units of Interchange. Each question shall carry one mark. 7 marks
5. This question will carry seven incorrect sentences. The students will find errors and write the correct sentence. The student can attempt any five. 5 marks

**UNIT-III**

6. Read the situation and complete the conversation. The conversation will carry ten Incomplete sentences that can be set from one of the prescribed texts. 10 marks
7. The students will use given twelve words to make sentences that shall be set from the Basic Vocabulary-List A from Composition and Writing Skills. Each sentence shall carry 1 mark. 12 marks

Dr.....   
 Dr.....   
 Dr..... 

Mr.....   
 Mr.....   
 Mr..... 

Mr.....   
 Ms.....   
 Ms.....   
 Ms..... 

**COURSE CONTENT**

(UNIT 1) Composition and Writing Skills. Orient BlackSwan, 2016.

**1 Section One: Composition**

Paragraph Writing

Developing a story

Letter writing (Personal (or Informal))

**2 Section Two: Vocabulary**

Basic Vocabulary List A (Pages 149-152)

( UNIT II) The following texts are prescribed:

Interchange. 5 Edition (with digital pack) vol. 1. Cambridge University Press. 2021

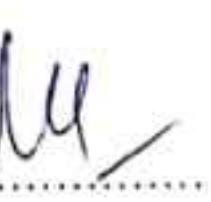
(Units 1-8):

1. Unit-1 Where are you from?
2. Unit-2 What do you do?
3. Unit-3 How much are these?!
4. Unit-4 Do you play the guitar?
5. Unit-5 What an interesting family
5. Unit-6 How often do you run?
7. Unit-7 We went dancing!
8. Unit-8 How's the neighborhood?

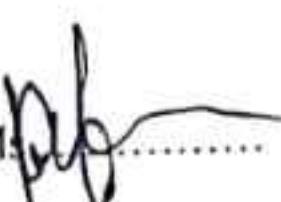
English Grammar in Use. 5th Edition by Raymond Murphy. Cambridge University Press. 2019.

The following units are to be studied:

Units 1-37, 69-81 and Appendices 1 to 4. Additional exercises from the book that are relevant to the prescribed Units.

Dr.   
.....

Mr.   
.....

Ms.   
.....

Dr.   
.....

Mr.   
.....

Ms.   
.....

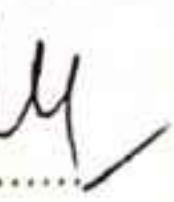
#### Teaching Learning Activities:

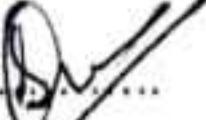
**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

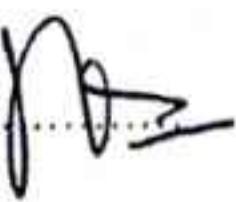
**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

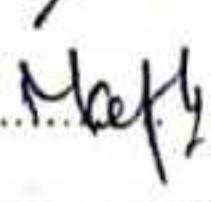
**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement

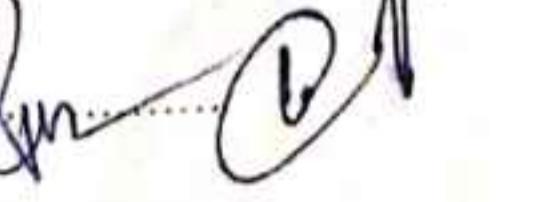
Dr.   
.....

Mr.   
.....

Ms.   
.....

Dr.   
.....

Mr.   
.....

Ms.   
.....

  
.....

  
.....

BCA(Semster-II)

For session (2025-26)

CODE: BCA 1205T  
General English

L T P  
5 0 0

Pass percentage: 35 %

External Examination Time: 3 hours

Duration: 5 Lectures per week  
External Exam Marks: 70 Marks  
Internal Assessment: 30 Marks

**Course objectives:**

1. To strengthen students' foundational English language skills (Listening, Speaking, Reading, and Writing) for academic and professional success.
2. To improve grammatical accuracy and vocabulary usage for clear and effective communication.
3. To develop reading comprehension and analytical skills through exposure to various literary and informative texts.
4. To enhance professional writing skills, including email writing, report writing, and technical descriptions.
5. To build confidence in oral communication, particularly for presentations, interviews, and workplace conversations.

**Course Learning Outcomes:**

1. Demonstrate improved communication skills in both academic and professional settings, using correct grammar and vocabulary.
2. Read and comprehend texts of general and technical interest, and respond to them critically and analytically.
3. Write clearly and effectively, including emails, reports, and short essays relevant to professional and IT contexts.
4. Participate confidently in discussions, presentations, and interviews, using appropriate spoken English.

Apply English language skills in day-to-day situations, as well as in computing and IT-related workplace environments.

Dr. ....

Mr. ....

Ms. ....

Dr. ....

Mr. ....

Ms. ....

.....

.....

.....

.....

### INSTRUCTIONS FOR THE PAPER-SETTER

The question paper shall consist of three Units. Unit-I shall be of 24 marks; Unit-II shall be of 24 marks, and Unit-III shall carry 22 marks and shall contain questions from the preceding Units, thus covering the entire syllabus.

### INSTRUCTIONS FOR THE CANDIDATES UNIT-I

1. The student will write an e-mail or official (or formal) letter to a public authority. The candidate shall attempt any one of the given two. 12 marks

2. There will be one lengthy question with an internal choice on essay writing. The student will be asked to draft an essay that can be descriptive narrative/expository or argumentative. The answer should be in about 350-400 words. 12 marks

### UNIT-II

3. This question will carry ten incomplete sentences to be set from prescribed units of English Grammar in Use. The students will complete the given sentences. Each shall carry one mark 10 marks

4. This question will pertain to answering questions based on an unseen passage. Each question shall carry one mark. 7 marks

5. The students will be asked to select words from the given list to complete the sentences. They can attempt any five out of the seven given sentences. 5 marks

6. One passage of ten sentences to be translated from Punjabi into English. 10 marks

7. Complete the sentences by writing the correct form of auxiliary verbs, pronouns and determiners etc 6 marks

8. The students will use any six words out of the given eight to make sentences that will be set from the Basic Vocabulary-List A from Composition and Writing Skills. Each sentence shall carry one mark. 6 marks

Dr. ....

Mr. ....

Ms. ....

Dr. ....

Mr. ....

Ms. ....

## COURSE CONTENT

UNIT-I Composition and Writing Skills. Orient Black Swan. 2016.

### 1. Section One: Composition

Letter Writing -Official( or Formal) Letters

E-mails

Essay Writing

Summary writing

### 2. Section Two: Vocabulary

Basic Vocabulary-List A (Pages 153-157)

### Unit-II The following texts are prescribed:

Interchange, 8th Edition (with digital pack) vol. 1, Cambridge University Press, 2021 (Units 9-16)

- a) Unit- 9 What does she look like?
- b) Unit-10 Have you ever been there?
- c) Unit-11 it's a really nice city.
- d) Unit-12 It's important to get rest. 5.
- e) Unit-13 What would you like?
- f) Unit 14 It's the coldest city!
- g) Unit-15 What are you doing later?
- h) Unit-16 How have you changed?

English Grammar in Use, 5 Edition by Raymond Murphy. Cambridge University Press, 2019.

The following units are to be studied:

Units 38-68, 82-91 and Appendices 5 and 6. Additional exercises from the book that are relevant to the prescribed Units.

### Recommended Book and Suggested Readings:

1. Krishna Mohan & N.P. Singh – *Speaking English Effectively* (Macmillan)
2. Meenakshi Raman & Sangeeta Sharma – *Technical Communication: Principles and Practice* (Oxford University Press)
3. Raymond Murphy – *English Grammar in Use* (Cambridge University Press)
4. R.C. Sharma & Krishna Mohan – *Business Correspondence and Report Writing* (McGraw-Hill)
5. *The Student's Companion* By Welfred D. Best (Collins)

Dr.....

Dr.....

R.....

Atta

Mr.....

Mr.....

Mr.....

Ge

Ms.....

Ms.....

Amy

Ch

**Teaching Learning Activities:**

**Assignments:** Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

**Guest lectures:** Guest lectures are conducted for overall development of students and a strong foundation of the subject.

**Quizzes:** Quizzes are organised to build the bridge between theoretical and practical applications of the learned concepts.

**Group discussions:** Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement

Dr. Al

Dr. PT

Mr. Du

Mr. Mepk

Ms. SN

Ms. ....

g  
g  
g  
g

h  
h  
h  
h

g  
g  
g  
g

### BC104: English Communication Skills

**Time allowed: 3 hours**

**Periods per week: 3**

**Pass Marks: 35%**

**Max marks- 50**

**External assessment -35**

**Internal assessment -15**

**Credit - 2**

#### **Course Objectives:**

1. To develop a strong foundation in English grammar, including parts of speech, sentence structure, and punctuation.
2. To enhance students' writing skills through guided practice in various forms of composition such as paragraphs, essays, letters, and reports.
3. To cultivate clarity, coherence, and unity in written communication.
4. To build editing and proofreading abilities for self-correction and improvement of written work.
5. To encourage creative and critical thinking through structured writing exercises and assignments

#### **Course Outcomes:**

1. Demonstrate effective verbal and non-verbal communication skills suitable for workplace and business environments.
2. Compose grammatically correct and professionally appropriate documents, including emails, reports, and business letters.
3. Participate confidently in group discussions, interviews, and presentations, using formal spoken English.
4. Apply listening and comprehension skills in academic and business contexts such as meetings, lectures, and audio recordings.
5. Use a wide range of business vocabulary and correct grammar to communicate clearly and professionally in writing and speech.

Mr. ....

Dr. ....

Ms. ....

Mr. ....

Dr. ....

Ms. ....

#### **Instructions for the paper setter:**

Q1. (a) One essay-type question with an internal alternative on summary, theme, incident or character in about 250 words.

(b) Four short answer questions to be attempted out of the given six from the prescribed text in about 30 words each.

(c) Comprehension of a prose passage of about 150 words from the prescribed text in the following way:

(i) Three questions to test the comprehension of the passage.

(ii) Meaning of two words/phrases italicized in the passage and use thereof in illustrative sentences. (4+4+2=10 marks)

## Q2. Business Letters

The students may be asked to write a letter of the following types with an internal alternative:

- (a) Placing an order
- (b) Cancelling an order
- (c) Complaints
- (d) Reply to Complaints
- (e) Asking for quotations
- (f) Status enquiry letter
- (g) Favourable/unfavourable reply to status enquiry
- (h) Seeking dealership of a particular product etc.

(5 Marks)

### O3 Preparing Advertisement Copies of the following types:

Q3. Preparing Advertisements  
(a) Classified Advertisements  
(b) Display/Advertisement for your products and services.  
You are required to attempt one of the given two advertisements

The students should be asked to attempt one of the given two advertisements

(4 Marks)

## Q4. Resume Writing

**Q4. Resume Writing**  
The nature of the job should be specified so as to enable the students to prepare their resume accordingly. (4 marks)

## Q5. Grammar and vocabulary

Q5. Grammar and Vocabulary

- (a) Idioms and Phrases (Meaning and Usage)
- (b) Synonyms and Antonyms
- (c) Expanding abbreviations and acronyms pertaining to Commerce, Business, .

Economics.  
The students should be asked to attempt four of the given six from part ( a) and eight out of the given tension from part (b)and part ( C)each .

(4+4+4=12 Marks)

Mr. .....  
Dr. .....  
Ms. ....

Mr. Math  
Dr. John  
Ms. John

Mr. .... Mr.  
Dr. .... Dr.  
Ms. .... Ms.

**Instructions for the candidates:**

**Q1.** (a) One essay-type question with an internal alternative on summary, theme, incidents, character in about 250 words.  
(b) Four short answer questions to be attempted out of the given six from the prescribed text in about 30 words each.  
(c) Comprehension of a prose passage of about 150 words from the prescribed text in the following way:  
(i) Three questions to test the comprehension of the passage.  
(ii) Meaning of two words/phrases italicized in the passage and use thereof in illustrative sentences. (4+4+2=10 marks)

**Q2. Business Letters**

The students may be asked to write a letter of the following types with an internal alternative:

- (a) Placing an order
- (b) Cancelling an order
- (c) Complaints
- (d) Reply to Complaints
- (e) Asking for quotations
- (f) Status enquiry letter
- (g) Favourable/unfavourable reply to status enquiry
- (h) Seeking dealership of a particular product etc.

(5 Marks)

**Q3. Preparing Advertisement Copies of the following types:**

- (a) Classified Advertisements
- (b) Display/Advertisement for your products and services.

The students should be asked to attempt one of the given two advertisements  
(4 Marks)

**Q4. Resume Writing**

The nature of the job should be specified so as to enable the students to prepare their resume accordingly. (4 marks)

**Q5. Grammar and vocabulary**

- (a) Idioms and Phrases (Meaning and Usage)

- (b) Synonyms and Antonyms

- (c) Expanding abbreviations and acronyms pertaining to Commerce, Business, Economics.

The students should be asked to attempt four of the given six from part (a) and eight out of the given ten from part (b) and part (C) each.

(4+4+4=12 Marks)

Mr. ....  
Dr. ....  
Ms. ....

Mr. ....  
Dr. ....  
Ms. ....

*Mr. ....  
Dr. ....  
Ms. ....*

*Mr. ....  
Dr. ....  
Ms. ....*

*Mr. ....  
Dr. ....  
Ms. ....*

Guru Nanak College Budhlada  
An Autonomous College  
Recommended Syllabus

**COURSE CONTENT AND TESTING**

**Text Prescribed (Literary):**

**Novel *family life* written by Akhil Sharma**

**Q1.** (a) One essay-type question with an internal alternative on summary, theme, incidentor character in about 250 words.  
(b) Four short answer questions to be attempted out of the given six from the prescribed text in about 30 words each.  
(c) Comprehension of a prose passage of about 150 words from the prescribed text in the following way:  
(i) Three questions to test the comprehension of the passage.  
(ii) Meaning of two words/phrases italicized in the passage and use thereof in illustrative sentences. (4+4+2=10 marks)

**Q2. Business Letters**

The students may be asked to write a letter of the following types with an internal alternative:

- (a) Placing an order
- (b) Cancelling an order
- (c) Complaints
- (d) Reply to Complaints
- (e) Asking for quotations
- (f) Status enquiry letter
- (g) Favourable/unfavourable reply to status enquiry
- (h) Seeking dealership of a particular product etc.

(5 Marks)

**Q3. Preparing Advertisement Copies of the following types:**

- (a) Classified Advertisements

- (b) Display/Advertisement for your products and services.

The students should be asked to attempt one of the given two advertisements

(4 Marks)

Mr. ....  
Dr. ....  
Ms. ....

Mr. ....  
Dr. ....  
Ms. ....

R  
A  
P  
M

S  
M

A  
P  
M

W  
A  
M

#### Q4. Resume Writing

The nature of the job should be specified so as to enable the students to prepare their resume accordingly. (4 marks)

#### Q5. Grammar and vocabulary

(a) Idioms and Phrases (Meaning and Usage)

(b) Synonyms and Antonyms

(c) Expanding abbreviations and acronyms pertaining to Commerce, Business, Economics.

The students should be asked to attempt four of the given six from part (a) and eight out of the given tension from part (b) and part (C) each.

(4+4+4=12 Marks)

#### Recommended Books and Suggested Readings :

1. *Practical English Grammar* by Thomson and Martinet

2. *Grammar in Use* by Raymond Murphy

3. *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik

4. *College Writing Skills with Readings* by John Langan

5. *The Written Word* by Vandana R Singh

6. *The Student's Companion* By Welfred D. Best (Collins)

#### Teaching Learning Activities:

Assignments: Class assignments focus on a strong foundation of conceptual knowledge, better understanding of the subject and development of problem-solving skills.

Guest lecturers: Guest lectures are conducted for overall development of students and a strong foundation of the subject.

Quizzes: Quizzes are organized to build the bridge between theoretical and practical applications of the learned concepts.

Group discussions: Group discussions are conducted to develop and boost the self confidence comparative aptitude and enhance the problem solving skills seminar seminars are conducted for overall personality development for interviews and class teaching this will help them in for the placement

Mr. ....  
Dr. ....  
Ms. ....

Mr. ....  
Dr. ....  
Ms. ....



